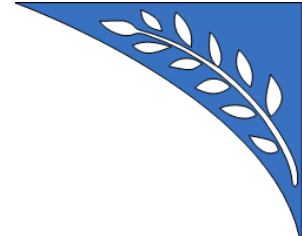


	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<ul style="list-style-type: none"> Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Creates lines and circles pivoting from the shoulder and elbow Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Travels with confidence and skill around, under, over and through balancing and climbing equipment 	<ul style="list-style-type: none"> Understand why warming up is important Know how to be safe during PE lessons Know the importance of exercise Understand what changes happen to bodies during exercise Can use space safely and are aware of others within a working area Respond imaginatively to a range of stimuli Explore movement ideas Respond imaginatively to a range of stimuli Move confidently in own space, using changes in levels, speed and direction Explore actions with co ordination Aware of expressive qualities in dance and share ideas with a partner Watch and copy a dance movement Can co-operate with others to create a set movement phrase. 	<ul style="list-style-type: none"> Create a short travelling piece showing use of levels and pathways instructions Explore movement ideas with a partner respond imaginatively to a range of stimuli Explore actions with co-ordination using range of body parts Remember and repeat a range of actions to create a 36-count routine with a partner Compose and perform dance phrases that express and communicate feeling Compose a short dance with clear beginning, middle and end in a group. Watch and others dances and use what they have learned to improve their own work 			<ul style="list-style-type: none"> Respond creatively to a range of stimuli Learn, remember and perform a dance routine with accuracy and consistency Explore improvise and chose appropriate material to create a motif in a chosen dance style Develop individual sections to group performance To include use of level changes, pathways and direction with smooth transition Develop good use of timing within a group performance To be able to develop a pairs section to add into group performance Create a group section, including changes in formation: direction, level and canon Effectively use chance choreography Be able to perform, review and improve a themed performance piece. Co-operate and work effectively with others 	

Gymnastics

<ul style="list-style-type: none"> • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Creates lines and circles pivoting from the shoulder and elbow • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance 	<ul style="list-style-type: none"> • Move confidently and safely in their own and general space, using changes of speed and direction • Explore gymnastic actions and still shapes. • Copy peers movement • Understand why you must not rush around or be too close to others or equipment • Copy or create phrases with beginnings middle and end • Describe movements and shapes • Evaluate performance • Observe and describe sequences using appropriate vocabulary • Know how to carry and place apparatus • Demonstrate different skills (balance, take off, landing) • Repeat movements and travel between movements smoothly 	<ul style="list-style-type: none"> • Travel using different movements • Stop and make a shape or a balance and hold for at least 5 seconds • Observe and recreate peers movement • Understand why you must not rush around or be too close to others or equipment • Remember, repeat and link • Combinations of gymnastic actions with smooth transitions. • Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision • Show a variety of ways to travel using imagination and control • Observe and describe sequences using appropriate vocab • Choose, use and vary compositional ideas in the sequences they create and perform. • Complete a forward roll • Evaluations of own performance 	<ul style="list-style-type: none"> • Explore basic skills (balance, take-off, landing and rolling) • Link together 4 actions with a start and finish position • Repeat and move smoothly from one movement to another • Evaluations of own and others' performances • Practise independently and in pairs demonstrating quality and variety of linking movements • Link 6-8 actions together to make a sequence • Perform sequence to an audience showing variations in speed, direction and level 	<ul style="list-style-type: none"> • Link together 8-10 actions showing variety and control with a partner or in a small group • Evaluate aspects of sequence e.g. body position, flow • Describe exercise effects such as increased heart rate and sweating • Show a selection of appropriate stretching exercises before I practise my skills • Compare and discuss my actions and those of others • Use ideas from observation and discussion in my own work • Put together sequences showing changes of direction and level – aim for control • Pick out best shapes and give suggestions for a routine e.g. leg straighter, toes pointed 	<ul style="list-style-type: none"> • to perform actions, body shapes and balances accurately and consistently • create sequences that meet set conditions eg incorporate a partner balance. • Understand and perform symmetrical and asymmetrical body shapes. • Linking shapes, balances and movement to create a sequence individually and in small groups. • Be able to adapt their sequence to different situations. • To apply their own compositional ideas to the sequences they create. • Be able to perform a counter balance and incorporate this into a sequence • to perform movements in canon and unison and incorporate them into their sequences • to make use of changes in speed, level and direction in their work and apply their own compositional ideas to the sequences they create. • To perform movements in cannon and unison and incorporate them into a partner sequence 	<ul style="list-style-type: none"> • Give reasons why an activity like gymnastics might help my physical development • Link together 8-10 actions showing variety and control with a partner or in a small group, with • Perform a sequence to an audience showing variations in speed, direction and level • To perform shapes and partner balance accurately • To develop basic methods of flight • To understand the principles behind effective jumping and build sequences that include this skill • To combine and perform shapes and methods of flight • To develop their own jumps by choosing and applying compositional ideas. • Use mirroring with a partner • Use own unique balances successfully within a sequence • Practise and perfect performance that includes a wide range of gymnastics actions, shapes and balances. • Explain that exercise helps them to take a more active role, keeps them fit and makes them feel good • Discuss and evaluate technical aspects of sequence considering personal skill
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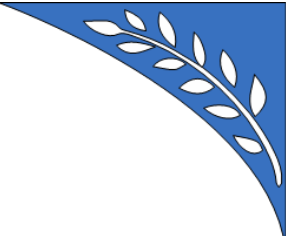
<p>Swimming</p>			<ul style="list-style-type: none"> • Confident in a water environment • Knows the safety rules within a water environment • Enjoys time in water 	<ul style="list-style-type: none"> • Independent in water (with swimming aids) • Knows the dangers of water • Starts to use basic stroke techniques • Floats unaided 	<ul style="list-style-type: none"> • Recognizes when someone is in danger • Jumps in water confidently and safely • Exits water independently • Treads water unaided for 30 seconds 	<ul style="list-style-type: none"> • Perform safe self-rescue in different water situations • Swim competently, confidently and proficiently over a distance of at least 25m • Use a range of strokes • Performs basic life guarding skills (flip person onto back) • Treads water for 1 minute 	

Athletics

<ul style="list-style-type: none"> • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles 	<ul style="list-style-type: none"> • Demonstrate the five basic jumps on their own, eg a series of hops, and in combination, eg hop, one-two, two-two, showing control at take-off and landing • Run continuously for one minute • Demonstrate the difference between running at speed and jogging • Throw with increasing accuracy and coordination at a target. • Demonstrate a range of throwing actions using a variety of games equipment. • Identify and describe different running, jumping and throwing actions • Explain what is successful and what they have to do to perform better. 	<ul style="list-style-type: none"> • Confidently demonstrate the five basic jumps on their own, eg a series of hops, and in combination, eg hop, one-two, two-two, showing control at take-off and landing • Run continuously for two minutes, at a controlled pace • Demonstrate the difference between running at speed and jogging • Throw with increasing accuracy and coordination into targets set at different distances • Demonstrate a range of throwing actions using a variety of games equipment. • Identify and describe different running, jumping and throwing actions • Explain what is successful and what they have to do to perform better. • Observe others performance and use this to improve own performance 	<ul style="list-style-type: none"> • Run consistently and smoothly at different speeds • Demonstrate different combinations of jumps, showing control, coordination and consistency • Throw a range of implements into a target area with consistency and accuracy. • Recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment • Pace their effort well in different types of event so that they can keep going steadily and maintain the quality of their action. • Watch and describe specific aspects of running, jumping and throwing styles • Suggest, with guidance, a target for improving distance or height 	<ul style="list-style-type: none"> • Run consistently and smoothly at different speeds • Demonstrate different combinations of jumps, showing control, coordination and consistency • Throw a range of implements into a target area with consistency and accuracy. • Recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment • Pace their effort well in different types of event so that they can keep going steadily and maintain the quality of their action. • Watch and describe specific aspects of running, jumping and throwing styles 	<ul style="list-style-type: none"> • Sustain their pace over longer distances, eg sprint for seven seconds, run for one or two minutes • Throw with greater control, accuracy and efficiency • Perform a range of jumps showing power, control and consistency at both take-off and landing. • Organise themselves in small groups safely, and take turns and different roles • Know and understand the basic principles of relay take-overs • Take part well in a relay event. • Watch a partner's athletic performance and identify the main strengths • Identify parts of the performance that need to be practiced and refined, and suggest improvements. 	<ul style="list-style-type: none"> • Sustain their pace over longer distances, eg sprint for seven seconds, run for one or two minutes • Throw with greater control, accuracy and efficiency • Perform a range of jumps showing power, control and consistency at both take-off and landing. • Organize themselves in small groups safely, and take turns and different roles • Know and understand the basic principles of relay take-overs • Take part well in a relay event. • Watch a partner's athletic performance and identify the main strengths • Identify parts of the performance that need to be practiced and refined, and suggest improvements.
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Striking and fielding

<p>Ball Skills- Throwing, Catching and Kicking</p> <ul style="list-style-type: none"> • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it 	<ul style="list-style-type: none"> • Strike a ball into space and throw it towards a target. • Intercept and stop the ball and catch a ball (with or without bouncing) • Run between different targets to score points. • Understand what happens to the body when we exercise. • Understand the importance of exercise • Begin to understand and follow basic rules of a game. 	<ul style="list-style-type: none"> • Strike a ball into space and throw it towards a target. • Intercept and stop the ball and catch a ball (with or without bouncing) • Run between different targets to score points. • Understand what happens to the body when we exercise. • Understand the importance of exercise. • Understand need to return the ball • Choose where to stand for effective fielding • Can follow basic rules. 	<ul style="list-style-type: none"> • Use a range of skills with increasing control • Strike a ball with intent and throw it more accurately when bowling and/or fielding • Intercept and stop the ball with consistency, and sometimes catch the ball • Return the ball quickly and accurately. • Choose and use batting or throwing skills to make the game hard for their opponents • Judge how far they can run to score points • Choose where to stand as a fielder to make it hard for the batter • Work well as a team to make it hard for the batter • Are familiar with and use the rules set, and keep games going without disputes. • Know the demands that specific activities make on their bodies • Know the importance of warming up. 		<ul style="list-style-type: none"> • Use different ways of bowling • Bowl underarm accurately • Vary how they bowl • Bat effectively, using different types of shot • Field with increased accuracy • Throw overarm with accuracy and for a good distance. • Hit the ball from both sides of the body • Direct the ball away from fielders, using different angles and speeds • Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding • Gauge when to run after hitting the ball • Use tactics which involve bowlers and fielders working together. • Make up their own warm up and explain how it is organised • Know the importance of particular types of fitness to the game. 	<ul style="list-style-type: none"> • Show competent use of varying styles of bowling. • Bat successfully, using different types of shot. • Field successfully and co-operatively with others. • Throw overarm with accuracy and for a good distance. • Hit the ball from both sides of the body • Direct the ball away from fielders, using different angles and speeds • Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding • Gauge when to run after hitting the ball • Use tactics which involve bowlers and fielders working together. • Make up their own warm up and explain how it is organised. • Know the importance of particular types of fitness to the game.
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Invasion Games

- Be confident and safe in the spaces used to play games
- Explore and use skills, actions and ideas individually and in combination to suit the game they are playing
- Choose and use skills effectively for particular games
- Know that being active is good for them and fun
- Watch, copy and describe what others are doing
- Describe what they are doing.
- Will show control of the ball during travelling.
- Will show control and accuracy when sending/receiving ball.
- Begin to understand rules of the game.

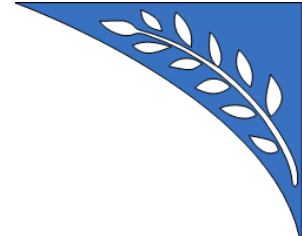
- Improve the way they coordinate and control their bodies and a range of equipment
- Remember, repeat and link combinations of skills
- Choose, use and vary simple tactics
- Recognise and describe what their bodies feel like during different types of activity
- Recognise good quality in performance
- Use information to improve their work.
- Will create new ways of travelling with a ball.
- Will be able to demonstrate basic tactics during the games and show an improvement in passes.
- Will have increased accuracy and control when passing and receiving a ball.
- Understand and follow basic rules of the game.

- Consolidate and improve the quality of their techniques and their ability to link movements
- Develop the range and consistency of their skills in all games.
- Improve their ability to choose and use simple tactics and strategies. Have a good understanding of game rules.
- Keep, adapt and make rules for similar invasion games.
- Begin to understand and describe the short-term effects of different exercise activities on the body
- Begin to understand how to improve stamina
- Begin to understand the importance of warming up.
- Recognise good performance and identify the parts of a performance that need improving
- Use what they have learned to improve their work.

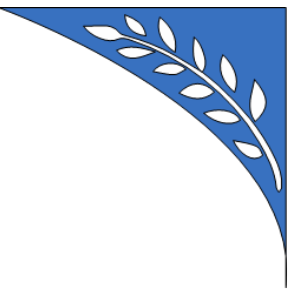
- Consolidate and improve the quality of their techniques and their ability to link movements
- Develop the range and consistency of their skills in all games.
- Begin to show independence and decision making when playing a controlled game. Should fully understand game rules.
- Keep, adapt and make rules for similar invasion games.
- Fully understand and describe the short-term effects of different exercise activities on the body.
- Fully understand how to improve stamina
- Fully importance of warming up.
- Recognise good performance and identify the parts of a performance that need improving
- Use what they have learned to improve their work.

- Develop a broader range of techniques and skills for attacking and defending.
- Develop consistency in their skills. Be able to use skills successfully in a competitive game.
- Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations
- Choose and apply skills more consistently in all activities.
- Show independence in decision making when playing in competitive games.
- Know and understand the basic principles of warming up, and understand why it is important for a good quality performance.
- Understand why exercise is good for their fitness, health and wellbeing.
- Choose and use information to evaluate their own and others' work
- Suggest improvements in their own and others' performances.

- Choose, combine and perform skills more fluently and effectively in invasion games.
- Understand, choose and apply a range of tactics and strategies for defence and attack
- Use these tactics and strategies more consistently in similar games.
- Successfully use skills learned in competitive games.
- Understand why exercise is good for their fitness, health and wellbeing
- Understand the need to prepare properly for games
- Develop their ability to evaluate their own and others' work, and to suggest ways to improve it
- Know why warming up and cooling down are important.



<p>Net Games</p>					<ul style="list-style-type: none"> • Understand basic vocabulary • Know the difference between certain shots • Know when to use what shot • Hit a shot in a desired direction • Understand how to use equipment correctly • Understand the rules of a match • Begins to show basic techniques within shots 	<ul style="list-style-type: none"> • Know and use appropriate vocabulary • Aim at a target accurately • Successfully complete a range of shots • Understand why physical fitness will help quality of performance improve • Understand an opponent's weakness • Perform successful shots consistently • Know and be able to recite match rules • Move smooth and fluidly during games • Create a warm-up appropriate for specific sport • Evaluate own performance in order to improve 	
<p>Balancing and Climbing</p>	<ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Travels with confidence and skill around, under, over and through balancing and climbing equipment 						
<p>Exploring Movements</p>	<ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, 						



- crawling, walking, running, jumping, skipping, sliding and hopping
- Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk
 - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
 - Travels with confidence and skill around, under, over and through balancing and climbing equipment
 - Creates lines and circles pivoting from the shoulder and elbow