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| **Physical Education: Key Stage 1** | | | |
|  | **Gymnastic Movements** | **Basic movements and Team Games** | **Dance** |
|  | *Develop balance, agility and co-ordination (individually and with others) and begin to apply these in a range of activities.* | *Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities.*  *Participate in team games, developing simple tactics for attacking and defending.*  *Engage in competitive physical activities (both against self and against others) and co-operative physical activities.* | *Perform dances using simple movement patterns.* |
| Year 1 | Make body curled, tense, stretched and relaxed.  Control body when travelling and balancing.  Copy sequences and repeat them.  Roll, curl, travel and balance in different ways.  Use under and over to move differently. | Throw underarm towards a target.  Throw in different ways using different objects.  Coordinate their body with control.  Move around an area without collision and stop in a space.  Be able to change direction on command.  Jump and land with control.  Move in different directions copying various movements. | Perform own dance moves.  Copy or make up a short dance.  Move safely in a space.  Start and stop movement using music. |
| Year 2 | Plan and perform a sequence of movements.  Improve sequence based on feedback.  Think of more than one way to create a sequence which follows some ‘rules’.  Start and finish using a gymnast position.  Safely attempt a variety of jumps with moderate control. | Use hitting, kicking, throwing and/or rolling in a game.  Decide the best space to be in during a game.  Use simple tactics in a game.  Follow rules.  Be able to catch from a low height and a close throw.  Throw towards a target with moderate accuracy.  Move in different ways, identify these and know how they look.  Agility- change direction at speed to avoid chasers.  Show fairness and respect to others. | Change rhythm, speed, level and direction in dance.  Make a sequence by linking sections together.  Use dance to show a mood or feeling.  Perform in a small group to others. |

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| **Physical Education: Key Stage 2** | | | |
|  | **Athletics** | **Competitive Games** | **Gymnastics** |
|  | *Use running, jumping, throwing and catching in isolation and in combination.* | *Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.* | *Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].* |
| Year 3 | Run at fast, medium and slow speeds; changing speed and direction.  Take part in a relay, remembering when to run and what to do.  Identify different ways to jump linked to athletics. | Be aware of space and use it to support team-mates and to cause problems for the opposition.  Know and use rules fairly.  Build on accuracy of throwing and catching from KS1.  Apply basic rules.  Begin to use suitable techniques.  Learn from not winning. | Adapt sequences to suit different types of apparatus and criteria.  Explain how strength and suppleness (agility) affect performance.  Work cooperatively with others to produce a routine. |
| Year 4 | Sprint over a short distance and show stamina when running over a long distance.  Jump in different ways, taking off on one foot and 2 feet, and landing with control.  Throw in different ways and hit a target, when needed. | Throw and catch accurately.  Hit a ball accurately with control.  Vary tactics and adapt skills depending on what is happening in a game.  Work as a team to reduce the opposition scoring points. | Move in a controlled and challenging way.  Include change of height, speed and direction in a sequence.  Work with a partner to create, repeat and improve a sequence with at least three phases. |
| Year 5 | Breakdown the technique of different jumping events and develop each area to provide an overall improvement.  Control their bodies when taking off and landing.  Throw with increasing accuracy and distance.  Combine running and jumping.  Be able to measure with accuracy. | Gain possession by working as a team and pass in different ways.  Choose a specific tactic for defending and attacking.  Use a number of techniques to pass, dribble and shoot.  Strike a ball, using a varied piece of equipment, into a space. | Make complex extended sequences.  Combine action, balance and shape.  Perform consistently to different audiences.  Offer constructive feedback to help others improve. |
| Year 6 | Demonstrate stamina and increase strength.  Identify the attributes required for various events and be able to improve their chosen event.  Measure and record results, link to personal best and aim to improve. | Agree and explain rules to others.  Work as a team to communicate a plan.  Lead others in a game situation when the need arises.  Show competency in a range of sports. | Combine own work with that of others.  Create sequences to specific timings.  Adapt sequence and teach others key gymnastic movements. |

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| **Physical Education: Key Stage 2 (continued)** | | | | |
|  | **Dance** | **Outdoor and Adventurous Activities** | **Evaluate** | **Swimming** |
|  | *Perform dances using a range of movement patterns.* | *Take part in outdoor and adventurous activity challenges both individually and within a team.* | *Compare their performances with previous ones and demonstrate improvement to achieve their personal best.* | *Swim competently, confidently and proficiency over a distance of at least 25m.*  *Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].*  *Perform safe self-rescue in different water-based situations.* |
| Year 3 | Improvise freely and translate ideas from a stimulus into movement.  Share and create sequences with a partner and small group.  Remember and repeat dance sequences. | Follow a map in a familiar context.  Use clues to follow a route.  Follow a route safely.  Know the boundaries in place. | Compare and contrast gymnastic sequences.  Recognise own improvements in invasion games. | Begin to use front crawl, backstroke and breaststroke.  Begin to swim competently up to a distance of 25m. |
| Year 4 | Take the lead when working with a partner or group.  Use dance to communicate an idea.  Use a theme as a stimulus to create ideas. | Follow a map in a (more demanding) familiar context.  Follow a route within a time limit.  Mark on a map where they are. | Provide support and advice to others in gymnastics and dance.  Be prepared to listen to the ideas of others.  Work as a team to develop others. | Swim competently, confidently and proficiency for at least 25m.  Use a range of strokes effectively.  Perform safe self-rescue in different water-based situations. |
| Year 5 | Compose own dances in a creative way.  Perform a dance to a piece of music.  Dance shows clarity, fluency, accuracy and consistency. | Follow a map into an unknown location.  Use clues and a compass to navigate a route.  Change route to overcome a problem.  Use new information to change route.  Explain to others how their map is providing help. | Pick up on something a partner does well and also on something that can be improved.  Know why their own performance was better or not as good as their last. | 6 weeks of catch-up swimming sessions.  (To enhance skills previously taught and to ensure the children who did not meet the objectives by the end of Year 4 do so.) |
| Year 6 | Develop sequences in a specific style.  Choose own music and style. | Plan a route and a series of clues for someone else.  Plan with others, taking account of safety and danger.  Apply a strategy, work efficiently and effectively with the help of a map. | Know which sports they are good at and find out how to improve further.  Modify and adapt games with their own ideas and teach this to others.  Identify activities to help improve performance. | 6 weeks of catch-up swimming sessions.  (To enhance skills previously taught and to ensure the children who did not meet the objectives by the end of Year 5 do so.) |