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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. | Throw underarm.  Throw and kick in different ways. | Perform own dance moves.  Copy or make up a short dance.  Move safely in a space. |
| 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’. | Use hitting, kicking and/or rolling in a game.  Decide the best space to be in during a game.  Use simple tactics in a game.  Follow rules. | Change rhythm, speed, level and direction in dance.  Make a sequence by linking sections together.  Use dance to show a mood or feeling. |

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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. | 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. | Adapt sequences to suit different types of apparatus and criteria.  Explain how strength and suppleness (agility) affect performance. |
| Year 4 | Sprint over a short distance and show stamina when running over a long distance.  Jump in different ways.  Throw in different ways and hit a target, when needed. | Throw and catch accurately with one hand.  Hit a ball accurately with control.  Vary tactics and adapt skills depending on what is happening in a game. | Move in a controlled way.  Include change of speed and direction in a sequence.  Work with a partner to create, repeat and improve a sequence with at least three phases. |
| Year 5 | Control their bodies when taking off and landing.  Throw with increasing accuracy.  Combine running and jumping. | 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. | Make complex extended sequences.  Combine action, balance and shape.  Perform consistently to different audiences. |
| Year 6 | Demonstrate stamina and increase strength. | Agree and explain rules to others.  Work as a team to communicate a plan.  Lead others in a game situation when the need arises. | Combine own work with that of others.  Create sequences to specific timings. |

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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. | Compare and contrast gymnastic sequences.  Recognise own improvements in ball 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. | Follow a map in a (more demanding) familiar context.  Follow a route within a time limit. | Provide support and advice to others in gymnastics and dance.  Be prepared to listen to the ideas of 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. | 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. | Know which sports they are good at and find out how to improve further. | 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.) |