	Physical Education											
Reception	Year 1	<u>Year 2</u>	Year 3	Year 4	<u>Year 5</u>	<u>Year 6</u>						
			Dance and Gymnastics									
ELG: Gross Motor	Copy and explore new	Show an	Create and perform a	Know the difference	Know the difference	Create longer, more						
Skills	ways of travelling, including rolling and	understanding and use a variety of basic	range of movements with control and	between counter balance and counter	between matched and mirrored shapes.	complex movement sequences (up to 8						
Make different body shapes.	jumping.	movements, patterns and shapes.	coordination.	tension.	Create own mirrored	elements) which use contrasting actions,						
Demonstrate rhythm	Show a variety of basic movements,	Link several	Create and adapt a sequence of	Create own counter balances.	and matched shapes and perform these	shapes, balances and dynamics.						
and the ability to coordinate body	patterns and shapes.	movements together with control and	movement, patterns and shapes.	Perform various	with a partner.	Begin to demonstrate						
movement to a beat.	Link several movements together	coordination and then transfer these safely	Perform a movement	balancing, travelling and jumping	Learn about new styles of dance and	fluency and control within a sequence.						
Are able to travel in a	in a short sequence with control and	onto apparatus,	sequence which uses	techniques in isolation	explore them	·						
variety of ways, including over, under	coordination.	individually and with others.	travelling, rolling, jumping, various	and in combination.	individually and with others.	Adapt a movement sequence with a						
and through apparatus.	Use various body	Demonstrate how to	balancing actions.	Link various actions and movements with	Create and perform	partner, including using apparatus						
Show confidence	parts to perform balances, individually	use apparatus safely.	Build confidence, resilience, muscle	control and coordination.	dances in a range of styles, developing	safely.						
when climbing or travelling along	and in pairs.		strength, balance, coordination and	Create short	their knowledge of dance.	Create a movement sequence using						
apparatus.	Demonstrate how to use apparatus safely.		agility.	movement sequences.	dance	movement and patterns based						
Understand how to	·		Explain how to use more complex	Teach a short		around a theme with specific components.						
use apparatus safely, including adjusting speed and direction.			apparatus safely.	sequence to a partner, making simple		specific components.						

				assessments to improve performance.							
<u>Invasion Games</u>											
ELG: Gross Motor Skills Perform the 5 fundamental movement skills: • Run • Jump • Throw • Kick • Catch Begin to play small- sided games with their peers.	Movement & Multiskills Perform fundamental movement skills: • Running fast • Hopping • Skipping • Jumping • Under arm throw • Over arm throw • Rolling a ball • Bouncing a ball • Kicking a ball • Catching Aiming at various targets using a range of equipment. Begin to use simple tactics for attacking and defending.	Change speed and direction safely. Take part in team games. Develop simple tactics for attacking and defending (moving into space). Understand to pass to an opponent in a space	Perform a range of passes within a game. Use a variety of throws with accuracy and control. Stop and catch a ball consistently. Apply basic attacking and defending principles to an invasion game (creating space).	Develop attacking and defending principles to a game (including creating space). Use a variety of passes with accuracy. Vary responses to tactics, strategies and sequences used.	Successfully apply a range of passes to a competitive game. Apply various strategies within a game to outwit their opponent. Know how to apply tactics/strategies to individual and team based events. Create own team based competitive or cooperative activities which are challenging and fair	Demonstrate passing/catching a ball with consistency, accuracy and control. Apply a variety of strategies to improve their own and team's performance (passing to a player in space, passing the ball wide or deep). Participate in recognised activities and games with skill and precision. Demonstrate creative thinking when planning and analysing the use of tactics and strategy.					
			Net & Wall Games								
	Use an increasing	Demonstrate how to	Strike a ball away	Use a forehand and	Choose when to use a	Choose an					
	Use an increasing amount of control and	hold a bat and strike	from their opponent.	backhand shot within a game.	forehand and	appropriate tactics					

sł	kill in throwing and	with it correctly and	Recognise where the		backhand confidently	and apply it within a
Ca	atching activities.	safely.	space is and strike a	Begin to anticipate	within a game.	net or wall game.
			ball towards the	where the ball is going		
A	Apply throwing and	Develop simple tactics	space.	when it is hit to them.	Move to where the	Take part in a rally
Ca	atching activities to	within a game			ball is going when it is	with a partner
te	eam-based games.	(throw/strike into a	Recognise where to	Hit a ball to a partner	hit to them.	performing a variety
		space).	stand within a net or	and over a net		of shots with
			wall game.		Take part in a short	consistency and
		Use different shot			rally with a partner.	control.
		types within a net or				
		wall game.			Use tactics within a	Use a wide range of
					net or wall game to	striking skills on both
					outwit the opponent	sides of their bodies
					(e.g. knowing where	to outwit their
					to stand, striking a ball	opponent.
					at different paces,	
					lengths and	Demonstrate how to
					directions).	hold the equipment
						correctly.

Physical Education Striking and Fielding Games	Use different throwing and kicking techniques in individual or team-based games.	Strike a ball for distance. Strike the ball away from their opponent. Use a simple tactics within a striking and fielding game.	Strike a ball that has been thrown towards them. Strike a ball into a space. Throw a ball using underarm and overarm. Catch a ball within a game.	Recognise when to use and underhand or overarm throw and apply it within a striking and fielding game. Know and apply the ready position to catch a ball with increasing consistency and control. Throw a ball with increasing	Bowl underarm Strike a ball off a tee Strike a bowled ball Field a ball and throw back overarm	Batters apply basic tactics (running quickly to score points, hitting the ball into space, away from the fielders). Fielders apply basic tactics (intercepting a ball that has been struck, different positions). Perform a variety of strike within a striking and fielding game.
				accuracy.		

	ELG: Gross	Perform a variety	Master and	Run at fast,	Use various	Choose and	Continue to develop athletic
	Motor Skills	of athletic based	perform a variety	medium and	running speeds,	maintain the best	specific skills performing
		skills:	of athletic skills	slow speeds.	where	pace for a	them with consistency,
	Perform a variety	• Running (at a	with greater		appropriate	running event.	accuracy, confidence, control
	of skills:	variety of	control and	Use different			and speed
	Running	speeds)	coordination.	take off and	Master the use	Exchange a baton	
	Hopping	Hopping and		landings when	of different take	with success in	Throwing – push, pull, sling
	Skipping	skipping	Run at pace with	jumping.	off and landings	relay.	and heave
	Jumping	Jumping (for	their head in a		when jumping.		
	Under arm	height or	stable position	Develop jumping		Show control at	Jumping – standing long
	throw	distance)	and their arms	for distance and	Master jumping	take-off in	jump and triple jump
	Over arm throw		driving forwards	height.	for distance and	jumping	
		throw (for	and backwards.		height	activities.	Running – short and long
		accuracy) and		Take part in a			distance
٤	3	over arm throw	Explain the	relay,	Throwing – push,	Perform jumps	
A+hlo+io:		(for distance)	differences in	remembering	pull and sling	for height and	Passing a baton in a relay
4			athletic	when to run and		distance using	
			equipment and	what to do.	Hop, step and	good technique.	
			how to use it.		jump		
				Throw a variety		Show accuracy	
				of objects,		and good	
				changing action		technique when	
				for accuracy and		throwing for	
				distance.		distance.	
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						Understand how	
						stamina and	
						power help people to	
						' '	
						perform well in different athletic	
						activities	

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				Swim using	Swim using	Swim using various aids over
				various aids over	various aids over	a distance of 10 metres.
				a distance of 10	a distance of 10	
				metres.	metres.	Swim competently,
						confidently and proficiently
				Swim	Swim	over a distance of at least 25
				competently,	competently,	metres without aids .
				confidently and	confidently and	
				proficiently over	proficiently over	Use a range of strokes
				a distance of at	a distance of at	effectively. Perform safe self
				least 25 metres	least 25 metres	-rescue in different water -
u u				without aids .	without aids .	based situations.
ati	ᄦ					
Physical Education	Swimming			Use a range of	Use a range of	Have a knowledge of water
<u> </u>	Ξ <u>Ξ</u>			strokes	strokes	safety in various settings:
ica	SW			effectively.	effectively.	beach, pool, canals and
hys				Perform safe self	Perform safe self	reservoirs.
<u>a</u>				-rescue in	-rescue in	reservous.
				different water -	different water -	
				based situations.	based situations.	
				baseu situations.	baseu situations.	
				Have a	Have a	
				knowledge of	knowledge of	
				water safety in	water safety in	
				various settings:	various settings:	
				beach, pool,	beach, pool,	
				canals and	canals and	
				reservoirs.	reservoirs.	

Physical Education	Outdoor and adventurous activity		Locate different features of a school site. Take part in simple trails. Communicate with a partner or small group.	Orientate a map of the school site Recognise particular features on a map of the school Use a control card Navigate a course safely	Travel and balance safely when carrying out challenges Demonstrate teamwork skills during planning, doing and reviewing	Know how to keep the map set or orientates when they move around a simple course Know the eight points of the compass Record information accurately at the control marker	To set a map using a compass To practise and refine thumbing the set map (orientated) To set a direction of travel from the map using a compass To follow instructions in order to complete an orienteering course
	Ol					Navigate to a control marker on a score event course	

			Know and use a	Know what	Know how	Know how	Develop methods	Learn from and build on their
			wider range of	happens to the	exercise affects	exercise affects	for collating and	own and others' ideas and
		ELG: Gross	subject-specific	body during	the muscular and	the muscular and	recording	performance
		Motor Skills	vocabulary.	exercise.	skeletal	skeletal	information.	'
			,		structures of the	structures, and		Use and adapt a range of
		Follow basic	Explain the	Describe how	body.	the circulatory	Learn from and	methods for collating and
		instructions.	importance of	their bodies feel		system.	build on their	recording information.
			exercise and the	during different	Recognise where		own and others'	
		Know and use	impact it has on	activities.	similar tasks have	Learn from and	ideas and	Select the most appropriate
		basic subject-	their bodies.		been done in the	build on their	performances.	skill / technique for a
		specific		Select when to	past.	own and others'		particular task.
		vocabulary.	Give opinions	use a specific skill		ideas and	Make links	
			about their own	/ technique	Record	performances.	between their	Use technology to review,
u u			and others'	within a game /	information in a		learning in	analyse and improve own
äţi			performance.	performance.	variety of	Make links	different	and others' performance.
Physical Education					formats.	between their	contexts.	
<u> </u>			Give reasons for	Recognise where		learning in		Evaluate outcomes from a
<u> [2</u>			their opinions.	similar tasks have	Explain their	different	Select the most	range of perspectives.
SΛι				been done in the	methods and the	contexts.	appropriate	
리	≅l			past.	reasons for		technique for a	Refine and modify
	ski				performance	Explain and	particular task.	techniques and performance
	pu			Explain their	choices and	justify methods,		in new situations and in a
	e e			methods and the	actions.	techniques and	Use technology	range of contexts.
	g			reasons for		performance.	to review own	
	×			performance	Begin to develop		and others'	Can use technical language
	<u> </u>			choices and	their own	Begin to develop	performances.	appropriately across all areas
	Ť			actions.	evaluations	their own		of PE and can articulate to
	ne				about the merits	evaluations	Explain and	others in a mature and
	igi			Generate a range	of their	about the merits	justify methods,	supportive manner.
	Cross discipline – Knowledge and skills			of ideas and	performance and	of their	techniques and	
	SSC			options to	how they could	performance.	performance.	Takes the initiative
	Ž			approach a	improve.			
				physical task.				

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			Generate as	Evaluate what	Compare their	
			many ideas and	they have	methods,	
			options as	learned.	techniques and	
			possible to		performance	
			approach a task	Know and apply	with those of	
			or problem,	the skills needed	others.	
			building on and	to work within a		
			combining these.	team.	Evaluate the	
					strengths and	
			Explain the	Is resilient and	weaknesses in	
			importance of	able to keep a	their own and	
			•	-		
			teamwork within	team going in the	others'	
			a game.	face of adversity	outcomes.	
				at all times		
			Follow the rules		Is willing to listen	
			of a game.		and share ideas	
					and act decisively	
			Is competitive			
			and able to			
			motivate others			
			to perform to the			
			best of their			
			ability			