



The **national curriculum** for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

<b>EYFS</b>	<p><b>DEVELOPMENT MATTERS</b></p> <p><b>PHYSICAL DEVELOPMENT: EARLY LEARNING GOALS (ELG)</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>• Demonstrate strength, balance and coordination when playing;</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>
<b>Key Stage 1</b>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>

**By the end of Year 2 we want children to be able to:**

- Catch
- Throw accurately underarm
- Sprint 50m
- Run continuously for 4 minutes
- Land a two footed jump
- Repeat simple pattern movements with control
- Say what you do well and what you can improve

## Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

### **Pupils should be taught to:**

- 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 gymnastic) 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 proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations.

**By the end of Year 4 we want children to be able to:**

- Catch and pass on the move
- Throw accurately over distance using an overarm throw
- Sprint 100m
- Run continuously for 10 minutes
- Run and jump one foot to two feet
- Hold core gymnastics positions
- Combine simple rolls, balances and jumps
- Move in time when performing short sequences
- Choreograph short sequences using mirror, canon and unison
- Suggest how to improve your performance

**By the end of Year 6 we want children to be able to:**

- Catch and pass accurately in competitive games
- Make good passing choices in competitive games
- Sprint 100m with good technique
- Run competitively in a sprint and distance race
- Combine different steps such as hop, step, jump
- Work and improve personal bests in athletics
- Link 'core gymnastics positions'
- Apply gymnastics skills to apparatus with fluency
- Perform a forward roll
- Perform and choreograph small group sequences
- Choose when to use skills and techniques including, mirror, unison, canon to make sequences have impact
- Evaluate yourself and others and demonstrate improvement

Area of Study	Reception	Year 1 (KS1 Skills)	Year 2 (KS1 Skills)	Year 3 (Lower KS2 Skills)	Year 4 (Lower KS2 Skills)	Year 5 (Upper KS2 Skills)	Year 6 (Upper KS2 Skills)
<b>Dance</b>	<p>Move freely in a variety of different ways.</p> <p>Show a dominant hand.</p> <p>Make anticlockwise movement.</p>	<p>Copies and explores basic movements and body patterns. Remembers simple movements and dance steps.</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p>	<p>Copies and explores basic movements with clear control. Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can dance with a partner in unison in a short simple dance.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his or her maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>

Dance Vocabulary	Dance Movement Music	Sequence Mirror Repeat Perform Patterns Travelling Improvisation Dynamics Stretch		Choreograph Canon Unison Repetition Partner Structure		Pace Timing Interpretation Improvisation Expression Reaction Motifs	
<b>Gymnastics</b>	<p>Stand on one foot.</p> <p>Experiment moving in different ways on equipment and jump landing safely.</p> <p>Manage own risk assessment.</p> <p>Help to put away equipment correctly.</p>	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2-3 simple movements</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc.</p>	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p> <p>Travel and jump effectively using the correct take-off and landing technique.</p> <p>Accurately replicate basic jumps in a partnered</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>

					sequence. Develop an understanding and knowledge of body tension and how to link movements together with fluency.		
<b>Gymnastics Vocabulary</b>	Balance Equipment Shapes	Sequence Repeat Patterns Control Perform Balance Balance Beam Skill Mount Apparatus		Criteria Symmetrical Asymmetrical Direction Evaluate Combination Control Points of contact Movement phrases Body tension Take-off		Transitions Perform Balance Flexibility Timing Body tension Surface area	
			Take-off Flight Landing Absorb Tension				
<b>Games</b>	Move freely using suitable spaces and speed.  Catch a ball.  Draw lines and circles.  Dress with support.  Know equipment needs to be used safely.  Demonstrate increasing control over objects.  Use tools to change to materials.	Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination and foot-eye coordination Participates in simple games	Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of	Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment.	Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i> Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a	Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to	Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i> Keeps possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to

	<p>Move confidently.</p> <p>Use safety measures without direct supervision.</p> <p>Demonstrate good control and co-ordination in large and small movement.</p> <p>Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe.</p>		<p>attacking/ defending</p>	<p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>
<p><b>Games Vocabulary</b></p>	<p>Ball Throw Catch Game Team</p>	<p>Co-ordination Hitting Positioning Defence Tactics Aiming Underarm Overarm Release Agility Attack Space Aiming Trapping Instep Passing Dribbling Dribbler Ball carrier</p>	<p>Opposition Control Possession Passing Hitting placement Rallies Bowling Travelling Shooting Setups</p>	<p>Forehand Backhand Volleying Serving Defending Attacking Dribble Decision making Shoot Pass Handling Rules and laws Co-ordination (hand eye and foot eye) Dummying Peripheral vision Interception</p>			

<p><b>Athletics</b></p>	<p>Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other's successes</p>	<p>Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running. Can run for a sustained period. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. <i>preparation for shot put and javelin</i> Can use equipment safely</p>	<p>Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i> Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Demonstrates accuracy in throwing and catching activities. Beginning to overarm throw accurately and with increasing distance. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>
<p><b>Athletics Vocabulary</b></p>	<p>Run Space Safely</p>	<p>Speed Jump Throw Technique Direction</p>	<p>Stamina Team work Relay</p>	<p>Combination Transition</p>	<p>Pace Accuracy Communication Sprint</p>		



<p><b>Outdoor Adventurous Activities</b></p>	<p>Experiment moving in different ways on equipment and jump landing safely.</p> <p>Move freely using suitable spaces and speed.</p> <p>Work individually and collaboratively.</p> <p>Use tactics to support team games.</p> <p>Develop agility and balance using various physical obstacles.</p> <p>Manage own risk assessment. Know equipment needs to be used safely.</p> <p>Help to put away equipment correctly.</p>			<p>Develops listening skills.</p> <p>Creates simple body shapes.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p> <p>Develop core skills such as running and jumping on challenging terrain.</p> <p>Develop collaborative skills in team games.</p>		<p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>
<p><b>OAA Vocabulary</b></p>	<p>Safely Tactics Balance</p>			<p>Terrain Collaboration Problem solving</p>		<p>Interpret Orientate</p>	

<b>Swimming</b>					<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>		
<b>Swimming Vocabulary</b>					<p>Freestyle Backstroke Front crawl Safety Distance</p>		
<b>Evaluation</b>	<p>Can celebrate their own and other's successes</p>	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>			
<b>Healthy Lifestyles</b>	<p>Understand their own needs hunger/toilet/personal hygiene.</p> <p>Understand the need for varied and healthy food.</p>	<p>Can describe the effect exercise has on the body (heart rate, heavy breath, hot, sweaty)</p> <p>Can explain the importance of exercise for a healthy body, lifestyle and mind</p> <p>Can understand the need for PE uniform (changing, safety)</p>	<p>Can describe the effect exercise has on the body (before, during and after)</p> <p>Can explain the importance of exercise for a healthy body, lifestyle and mind</p> <p>Understands the need to warm up and cool down</p>	<p>Can describe the effect exercise has on the body (before, during and after)</p> <p>Can explain the importance of exercise for a healthy body, lifestyle and mind</p> <p>Understands the need to warm up and cool down</p> <p>Understanding the importance of exercise and sport in social environments</p>			