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| sT mARY’S CATHOLIC PRIMARY SCHOOL  Progression in skills and knowledge  Physical Education  **Physical education programmes of study: key stages 1 and 2 National curriculum in England**  **Purpose of study**  A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.  **Aims**  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.   **Intent**  At St Mary’s, it is our intention to instil a lifelong love of physical activity, sport and PE in all of our children so that a result they go on to lead healthy, active lives. We want to ensure children develop a positive and healthy physical and mental outlook, both now and in the future. We aim to ensure that all pupils develop both the confidence and competence to excel in a broad range of physical activities. We aspire to help our children to develop essential skills like leadership and teamwork that will support them beyond the classroom. We strive to give every child the opportunity to develop skills in P.E., consider the impact on their health and fitness, compete/perform and evaluate through structured progressive lessons as well as engaging in school competitions.  **Implementation**  At St Mary’s P.E. is taught through two 1 hour sessions per week in each year group from Reception to Year 6. The key knowledge and skills of each topic are mapped across each year group which ensures that children develop their knowledge of games, dance and gymnastics and (from KS2) athletics and outdoor and adventurous activity progressively. The structure of lessons both within a lesson and across a unit ensures that the focus of the P.E. curriculum is on the development of the fundamental skills that are then built upon as children become increasingly competent and confident and access a broad range of opportunities to build on their knowledge and skills as they revisit a unit. Lessons are taught to ensure that children have opportunities to engage in competitive and cooperative activities in a way which allows that to enjoy communicating, collaborating and competing with one another.  Each new unit of work begins with a recap of the previous related knowledge from previous years or units. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning in order for children to build strong connections in their learning. Key vocabulary and definitions are also introduced at the beginning of a unit to ensure children understand the new vocabulary and can apply it appropriately within context.  The varied curriculum is designed to enable all children to enjoy physical activity and to experience success in sport. The curriculum is delivered by Crossbar Sports coaches alongside class teachers which ensures specialist skills, cross curricular links as well as the context of the school are incorporated into the delivery of P.E. Further challenge and access to physical activity is provided through extra-curricular clubs. We also strive to ensure that every child has access to at least 60 minutes of physical activity every day as structured activity is present not only in PE lessons but also through play opportunities provided during both break and lunch with the support of play ambassadors.  At St Mary’s all children have the opportunity to participate in PE at their own level of development, with teachers and coaches working collaboratively to ensure that lessons cater for individual needs. As well as securing and building on a range of skills, children develop knowledge of the basic rules of a range of games and activities. They experience positive competition and a strong focus is placed on developing good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity, leaving primary school as physically active.  **Impact**  The children complete each key stage with a high proficiency in each aspect of PE and thoroughly enjoy participating in P.E. sessions (pupil voice feedback). Children are aware of the link between physical activity and good mental health and understand its significance as part of a healthy lifestyle. Children are eager to take part in P.E. and demonstrate their developing skill and knowledge. |

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|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Early Learning Goals and National Curriculum** | **Physical Development ELG: Gross Motor Skills**  Children at the expected level of development will:   * Negotiate space and obstacles safely, with consideration for themselves and others; * Demonstrate strength, balance and coordination when playing; * Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.   **ELG: Fine Motor Skills**  Children at the expected level of development will:   * Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; * Use a range of small tools, including scissors, paint brushes and cutlery; * Begin to show accuracy and care when drawing. | KS1 National Curriculum Aims  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.  Pupils should be taught to:  • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;  • participate in team games, developing simple tactics for attacking and defending.   * perform dances using simple movement patterns. | | KS2 National Curriculum Aims  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 gymnastics];   * 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. | | | |

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|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Health and Fitness (applicable to all areas of PE)** | Describe how the body feels when still and when exercising. | Describe how the body feels before, during and after exercise.  Carry and place equipment safely. | Recognise and describe how the body feels during and after different physical activities.  Know what they need to stay healthy. | Recognise and describe the effects of exercise on the body.  Know the importance of strength and flexibility for physical activity.  Explain why it is important to warm up and cool down. | Describe how the body reacts at different times and how this affects performance.  Know why exercise is good for your health.  Know some reasons for warming up and cooling down. | Know and understand the reasons for warming up and cooling down.  Explain some safety principles when preparing for and during exercise. | Understand the importance of warming up and cooling down.  Carry out warm-ups and cool-downs safely and effectively.  Understand why exercise is good for health, fitness and wellbeing.  Know ways they can become healthier. |

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| Evaluation  (**applicable to all areas of PE)** | Talk about what they have done.  Talk about what others have done. | Watch and describe performances.  Begin to say how they could improve. | Watch and describe performances, and use what they see to improve their own performance.  Talk about the differences between their work and that of others. | Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time. | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result. | Choose and use criteria to evaluate own and others’ performances.  Explain why they have used particular skills or techniques, and the effect they have had on their performance. | Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements. |

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| **Gymnastics** | | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Knowledge | Know that it is important for us to warm up before we start gymnastics.  Know that gymnastics involves moving their body with control. | | Know how to correctly stretch muscles in the warm up.  Know how to safely land and finish skills.  Know all basic gymnastics shapes.  Know how to safely forward roll.  Know that it is important for us to warm up before we start gymnastics.  Know how to safely enter and exit partner balances and what to do if the balance becomes unsafe.  Know how long balances are held for (3 seconds) | Know how to correct stretch muscles in the warm up.  To have a basic understanding that conditioning builds muscle strength & endurance.  Know how to safely land and finish skills.  Know all basic gymnastics shapes.  Know how to safely forward roll.  To understand that it is important for us to warm up before we start gymnastics.  Know that we only jump once on a springboard.  Know how to safely enter and exit partner balances and what to do if the balance becomes unsafe.  Know how long balances are held for (3 seconds) | Understand the importance of pulse raising and warm ups.  Know when their pulse has been raised and their body is ready for stretches.  Know the main parts of the body that need to be stretched prior to a gymnastics session.  Know basic conditioning exercises to increase strength.  Understand the importance of conditioning, stretching and endurance in gymnastics.  Know how to safely move equipment.  Know how to safely land and finish skills.  Know how to safely enter and exit group balances and what to do if the balance becomes unsafe.    Understand the differences between a leap and a jump. | Understand the importance of pulse raising and warm ups.  Identify when their pulse has been raised and their body is ready for stretches.  Know a variety of stretches that will prepare their bodies for a gymnastics session.  Know basic conditioning exercises to increase stretch and endurance.  Know what conditioning exercises will improve specific parts of the body.  Understand the importance of conditioning, stretch and endurance in gymnastics.  Know how to safely move equipment.  Know how to safely land and finish skills.  Know how to safely enter and exit group balances and what to do if the balance becomes unsafe.  Understand the differences between a leap and a jump. | Understand the importance of pulse raising and warm ups.  Identify when their pulse has been raised and their body is ready for stretches.  Know a variety of stretches that will prepare their bodies for a gymnastics session.  Know a variety of conditioning exercises to increase stretch and endurance.  Understand the importance of conditioning, stretch and endurance in gymnastics.  Know how to safely move equipment.  Know a variety of preps for advance skills, such as walkovers and handsprings.  Know how to safely land and finish skills.  Know what constitutes a good gymnastics routine; including different types of timing, transitions, different heights, and balances.  Know how to safely enter and exit group balances and what to do if the balance becomes unsafe.  Understand the differences between a leap and a jump. | Know how to create their own complex sequences involving the full range of actions and movements  Know how to demonstrate precise and controlled placement of body parts in their actions, shapes and balances.  Know how to confidently use equipment to vault and incorporate this into sequences.  Know how to apply skills and techniques consistently, showing precision and control.  Know how to develop strength, technique and flexibility throughout performances. |
| Acquiring and Developing Skills in Gymnastics (General) | Create a short sequence of movements.  Roll in different ways with control.  Travel in different ways.  Stretch in different ways.  Jump in a range of ways from one space to another with control.  Begin to balance with control.  Move around, under, over, and through different objects and equipment. | | Create and perform a movement sequence.  Copy actions and movement sequences with a beginning, middle and end.  Link two actions to make a sequence.  Recognise and copy contrasting actions (small/tall, narrow/wide).  Travel in different ways, changing direction and speed.  Hold still shapes and simple balances.  Carry out simple stretches.  Carry out a range of simple jumps, landing safely.  Move around, under, over, and through different objects and equipment.  Begin to move with control and care. | Copy, explore and remember actions and movements to create their own sequence.  Link actions to make a sequence.  Travel in a variety of ways, including rolling.    Hold a still shape whilst balancing on different points of the body.  Jump in a variety of ways and land with increasing control and balance.  Climb onto and jump off the equipment safely.    Move with increasing control and care. | Choose ideas to compose a movement sequence independently and with others.  Link combinations of actions with increasing confidence, including changes of direction, speed or level.  Develop the quality of their actions, shapes and balances.  Move with coordination, control and care.  Use turns whilst travelling in a variety of ways.  Use a range of jumps in their sequences.  Begin to use equipment to vault.  Create interesting body shapes while holding balances with control and confidence.  Begin to show flexibility in movements. | Create a sequence of actions that fit a theme.  Use an increasing range of actions, directions and levels in their sequences.  Move with clarity, fluency and expression.  Show changes of direction, speed and level during a performance.  Travel in different ways, including using flight.  Improve the placement and alignment of body parts in balances.  Use equipment to vault in a variety of ways.  Carry out balances, recognising the position of their centre of gravity and how this affects the balance.  Begin to develop good technique when travelling, balancing and using equipment.  Develop strength, technique and flexibility throughout performances. | Select ideas to compose specific sequences of movements, shapes and balances.  Adapt their sequences to fit new criteria or suggestions.  Perform jumps, shapes and balances fluently and with control.  Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.  Confidently use equipment to vault in a variety of ways.  Apply skills and techniques consistently.  Develop strength, technique and flexibility throughout performances.  Combine equipment with movement | Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.  Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.  Confidently use equipment to vault and incorporate this into sequences.  Apply skills and techniques consistently, showing precision and control.  Develop strength, technique and flexibility throughout performances. |
| Compete/Perform | Control my body when performing a sequence of movements.  Participate in simple games. | | Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control. | Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control. | Develop the quality of the actions in their performances.  Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner. | Perform and create sequences with fluency and expression.  Perform and apply skills and techniques with control and accuracy | Perform own longer, more complex sequences in time to music.  Consistently perform and apply skills and techniques with accuracy and control. | Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.  Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Begin to record their peers’ performances, and evaluate these. |

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|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Rolls | Curled side roll (egg roll)  Log roll (pencil roll)  Teddy bear roll | Log roll (controlled)  Curled side roll (egg roll) (controlled)  Teddy bear roll (controlled) | Log roll (controlled)  Curled side roll (egg roll) (controlled)  Teddy bear roll (controlled)  Rocking forward roll  Crouched forward roll | Crouched forward roll  Forward roll from standing  Tucked backward roll | Forward roll from standing  Straddle forward roll  Tucked backward roll  Backward roll to straddle | Forward roll from standing  Straddle forward roll  Pike forward roll  Tucked backward roll  Backward roll to straddle | Forward roll from standing  Straddle forward roll  Pike forward roll  Dive forward roll  Tucked backward roll  Backward roll to straddle  Backward roll to standing pike  Pike backward roll |
| Jumps | Straight jump  Tuck jump  Jumping jack  Half turn jump | Straight jump  Tuck jump  Jumping jack  Half turn jump  Cat spring | Straight jump  Tuck jump  Jumping jack  Half turn jump  Cat spring  Cat spring to straddle | Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Straight jump half-turn  Cat leap | Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Straight jump half-turn  Straight jump full-turn  Cat leap  Cat leap half-turn | Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Stag jump  Straight jump half-turn  Straight jump full-turn  Cat leap  Cat leap half-turn  Split leap | Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Stag jump  Straight jump half-turn  Straight jump full-turn  Cat leap  Cat leap half-turn  Cat leap full-turn  Split leap  Stag leap |
| Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table |  | Straight jump off springboard | Hurdle step onto springboard  Straight jump off springboard  Tuck jump off springboard | Hurdle step onto springboard  Squat on vault  Star jump off  Tuck jump off  Straddle jump off  Pike jump off | Hurdle step onto springboard  Squat on vault  Straddle on vault  Star jump off  Tuck jump off  Straddle jump off  Pike jump off | Hurdle step onto springboard  Squat on vault  Straddle on vault  Star jump off  Tuck jump off  Straddle jump off  Pike jump off  Squat through vault | Hurdle step onto springboard  Squat on vault  Straddle on vault  Star jump off  Tuck jump off  Straddle jump off  Pike jump off  Squat through vault  Straddle over vault |
| Handstands, Cartwheels and Round-offs | Bunny hop | Bunny hop  Front support wheelbarrow with partner | Bunny hop  Front support wheelbarrow with partner  T-lever  Scissor kick | Handstand  Lunge into handstand  Cartwheel | Lunge into handstand  Lunge into cartwheel | Lunge into handstand  Lunge into cartwheel  Lunge into round-off | Lunge into cartwheel  Lunge into round-off  Hurdle step  Hurdle step into cartwheel  Hurdle step into round-off |
| Travelling & Linking Actions | Tiptoe, step, jump and hop | Tiptoe, step, jump and hop  Hopscotch  Skipping  Galloping | Tiptoe, step, jump and hop  Hopscotch  Skipping  Galloping  Straight jump half-turn | Tiptoe, step, jump and hop  Hopscotch  Skipping  Chassis steps  Straight jump half turn  Cat leap | Tiptoe, step, jump and hop  Hopscotch  Skipping  Chassis steps  Straight jump half turn  Straight jump full turn  Cat leap  Cat leap half turn  Pivot | Tiptoe, step, jump and hop  Hopscotch  Skipping  Chassis steps  Straight jump half turn  Straight jump full turn  Cat leap  Cat leap half turn  Pivot | Tiptoe, step, jump and hop  Hopscotch  Skipping  Chassis steps  Straight jump half turn  Straight jump full turn  Cat leap  Cat leap half turn  Cat leap full turn  Pivot |
| Shapes and Balances | Standing balances | Standing balances  Kneeling balances  Pike, tuck, star, straight, straddle shapes | Standing balances  Kneeling balances  Large body part balances  Balances on apparatus  Balances with a partner  Pike, tuck, star, straight, straddle shapes  Front and back support | Large and small body part balances, including standing and kneeling balances  Balances on apparatus  Matching and contrasting partner balances  Pike, tuck, star, straight, straddle shapes  Front and back support | 1, 2, 3 and 4- point balances  Balances on apparatus  Balances with and against a partner  Pike, tuck, star, straight, straddle shapes  Front and back support | 1, 2, 3 and 4- point balances  Balances on apparatus  Part body weight partner balances  Pike, tuck, star, straight, straddle shapes  Front and back support | 1, 2, 3 and 4- point balances  Balances on apparatus  Develop technique, control and complexity of part-weight partner balances  Group formations  Pike, tuck, star, straight, straddle shapes  Front and back support |

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| **Games** | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Knowledge | Know they can throw, kick, roll or bounce to pass  Know that they can use their hands or feet to pass a ball. | Know how the body feels before, during and after exercise.  Know the importance of stretching and staying hydrated.  Know the difference between running, jumping, skipping, hopping and walking.  Know they can throw, kick, roll or bounce to pass and know which movements are necessary to demonstrate this.  Know that they can use their hands or feet to pass a ball.  Know that to throw/kick accurately they need to look at the target and aim.  Know that to catch accurately they need to make a cradle with their hands or arms and look at where the beanbag/ball is aimed. | Know how the body feels during and after different physical activities.  Know that physical activity is important to stay healthy.  Know how to use hitting, kicking and/or rolling in a game.  Know and can follow rules. | Know how the body feels during and after different physical activities.  Know that physical activity is important to stay healthy.  Know how to use hitting, kicking and/or rolling in a game.  Know the best space to be in during a game.  Knows how to use a tactic in a game.  Know and can follow rules. | Know the basic rules of different ball games.  Know the difference between types of passing used in different ball games; how to dribble; how to catch a ball when being closely marked (by finding space).  Know how to gain possession by working as a team  Know a number of techniques to pass, dribble and shoot  Know when to pass and when to dribble in a game. | Know the basic rules of different ball games.  Know the difference between types of passing used in different ball games; how to dribble; how to catch a ball when being closely marked (by finding space).  Know how to gain possession by working as a team  Know when to choose a specific tactic for defending and attacking  Know a number of techniques to pass, dribble and shoot  Know when to pass and when to dribble in a game. | Know the basic rules of different ball games, through experiencing them as mini games/invasion games: hockey, netball, team tennis, rugby, basketball. volleyball.  Know that moving passes are appropriate with rugby balls (the ball is passed behind)  Know the difference between types of passing used in volleyball and basketball; how to dribble; how to catch a ball when being closely marked (by finding space).  Know how to gain possession by working as a team  Know when to choose a specific tactic for defending and attacking  Know a number of techniques to pass, dribble and shoot  Know when to pass and when to dribble in a game. |
| Striking and Hitting a Ball | Hit a ball with a bat or racquet. | Use hitting skills in a game.  Practise basic striking, sending and receiving. | Strike or hit a ball with increasing control.  Learn skills for playing striking and fielding games.  Position the body to strike a ball. | Demonstrate successful hitting and striking skills.  Develop a range of skills in striking (and fielding where appropriate).  Practise the correct batting technique and use it in a game.  Strike the ball for distance. | Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.  Accurately serve underarm.  Build a rally with a partner.  Use at least two different shots in a game situation.  Use hand-eye coordination to strike a moving and a stationary ball. | Use different techniques to hit a ball.  Identify and apply techniques for hitting a tennis ball.  Explore when different shots are best used.  Develop a backhand technique and use it in a game.  Practise techniques for all strokes.  Play a tennis game using an overhead serve. | Hit a bowled ball over longer distances.  Use good hand-eye coordination to be able to direct a ball when striking or hitting.  Understand how to serve in order to start a game. |
| Throwing and Catching a Ball | Roll equipment in different ways.  Throw underarm.  Throw an object at a target.  Catch equipment using two hands. | Throw underarm and overarm.  Catch and bounce a ball.  Use rolling skills in a game.  Practise accurate throwing and consistent catching. | Throw different types of equipment in different ways, for accuracy and distance.  Throw, catch and bounce a ball with a partner.  Use throwing and catching skills in a game.  Throw a ball for distance.  Use hand-eye coordination to control a ball.  Vary types of throw used. | Throw and catch with greater control and accuracy.  Practise the correct technique for catching a ball and use it in a game.  Perform a range of catching and gathering skills with control.  Catch with increasing control and accuracy.  Throw a ball in different ways (e.g. high, low, fast or slow).  Develop a safe and effective overarm bowl. | Develop different ways of throwing and catching. | Consolidate different ways of throwing and catching, and know when each is appropriate in a game. | Throw and catch accurately and successfully under pressure in a game. |
| Travelling with a Ball | Move a ball in different ways, including bouncing and kicking.  Use equipment to control a ball. | Travel with a ball in different ways.  Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. | Bounce and kick a ball whilst moving.  Use kicking skills in a game.  Use dribbling skills in a game. | Move with the ball in a variety of ways with some control.  Use two different ways of moving with a ball in a game. | Move with the ball using a range of techniques, showing control and fluency. | Use a variety of ways to dribble in a game with success.  Use ball skills in various ways, and begin to link together. | Show confidence in using ball skills in various ways in a game situation, and link these together effectively. |
| Passing a Ball | Kick an object at a target. | Pass the ball to another player in a game.  Use kicking skills in a game. | Know how to pass the ball in different ways. | Pass the ball in two different ways in a game situation with some success. | Pass the ball with increasing speed, accuracy and success in a game situation. | Pass a ball with speed and accuracy using appropriate techniques in a game situation. | Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. |
| Possession |  |  |  | Know how to keep and win back possession of the ball in a team game. | Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. | Keep and win back possession of the ball effectively in a team game. | Keep and win back possession of the ball effectively and in a variety of ways in a team game. |
| Using Space | Move safely around the space and equipment.  Travel in different ways, including sideways and backwards. | Use different ways of travelling in different directions or pathways.  Run at different speeds.  Begin to use space in a game. | Use different ways of travelling at different speeds and following different pathways, directions or courses.  Change speed and direction whilst running.  Begin to choose and use the best space in a game. | Find a useful space and get into it to support teammates. | Make the best use of space to pass and receive the ball. | Demonstrate an increasing awareness of space. | Demonstrate an increasing awareness of space. |
| Attacking and Defending | Play a range of chasing games. | Begin to use the terms attacking and defending.  Use simple defensive skills such as marking a player or defending a space.  Use simple attacking skills such as dodging to get past a defender. | Begin to use and understand the terms attacking and defending.  Use at least one technique to attack or defend to play a game successfully. | Use simple attacking and defending skills in a game.  Use fielding skills to stop a ball from travelling past them. | Use a range of attacking and defending skills and techniques in a game.  Use fielding skills as an individual to prevent a player from scoring. | Choose the best tactics for attacking and defending.  Shoot in a game.  Use fielding skills as a team to prevent the opposition from scoring. | Think ahead and create a plan of attack or defence.  Apply knowledge of skills for attacking and defending.  Work as a team to develop fielding strategies to prevent the opposition from scoring. |
| Tactics and Rules | Follow simple rules. | Follow simple rules to play games, including team games.  Use simple attacking skills such as dodging to get past a defender.  Use simple defensive skills such as marking a player or defending a space. | Understand the importance of rules in games.  Use at least one technique to attack or defend to play a game successfully. | Apply and follow rules fairly.  Understand and begin to apply the basic principles of invasion games.  Know how to play a striking and fielding game fairly. | Vary the tactics they use in a game.  Adapt rules to alter games. | Know when to pass and when to dribble in a game.  Devise and adapt rules to create their own game. | Follow and create complicated rules to play a game successfully.  Communicate plans to others during a game.  Lead others during a game. |
| Compete/Perform | Control my body when performing a sequence of movements.  Participate in simple games. | Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control.  Engage in competitive activities and team games. | Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control.  Compete against self and others. | Develop the quality of the actions in their performances.  Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner. | Perform and apply skills and techniques with control and accuracy.  Take part in a range of competitive games and activities. | Consistently perform and apply skills and techniques with accuracy and control.  Take part in competitive games with a strong understanding of tactics and composition. | Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Take part in competitive games with a strong understanding of tactics and composition. |

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| Athletics | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Knowledge | Know there are different ways of running. | Know how to run at fast, medium and slow speeds. | Know how to run at fast, medium and slow speeds.  Know how to take part in a relay | Knows how to run at fast, medium and slow speeds; changing speed and direction.  Know how to take part in a relay, remembering/knowing when to run and what to do.  know how to increase the distance that a thrown object travels through effective technique | Know how to sprint over a short distance and understands that a sprint style can’t be sustained over a long distance  Know how to jump in different ways  Know how to throw in different ways and hit a target (at appropriate distance), when needed | Know how to show control when taking off and landing  Know how to throw with increasing accuracy  Know how to combine running and jumping in the context of a triple jump. | Know how demonstrate stamina and increase strength |
| Running | Run in different ways for a variety of purposes. | Vary their pace and speed when running.  Run with a basic technique over different distances.  Show good posture and balance.  Jog in a straight line.  Change direction when jogging.  Sprint in a straight line.  Change direction when sprinting.  Maintain control as they change direction when jogging or sprinting. | Run at different paces, describing the different paces.  Use a variety of different stride lengths.  Travel at different speeds.  Begin to select the most suitable pace and speed for distance.  Complete an obstacle course.  Vary the speed and direction in which they are travelling.  Run with basic techniques following a curved line.  Be able to maintain and control a run over different distances. | Identify and demonstrate how different techniques can affect their performance.  Focus on their arm and leg action to improve their sprinting technique.  Begin to combine running with jumping over hurdles.  Focus on trail leg and lead leg action when running over hurdles.  Understand the importance of adjusting running pace to suit the distance being run. | Confidently demonstrate an improved technique for sprinting.  Carry out an effective sprint finish.  Perform a relay, focusing on the baton changeover technique.  Speed up and slow down smoothly. | Accelerate from a variety of starting positions and select their preferred position.  Identify their reaction times when performing a sprint start.  Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.  Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.  Identify and demonstrate stamina, explaining its importance for runners. | Recap, practise and refine an effective sprinting technique, including reaction time.  Build up speed quickly for a sprint finish.  Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.  Accelerate to pass other competitors.  Work as a team to competitively perform a relay.  Confidently and independently select the most appropriate pace for different distances and different parts of the run.  Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. |
| Jumping | Jump in a range of ways, landing safely. | Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.  Perform a short jumping sequence.  Jump as high as possible.  Jump as far as possible.  Land safely and with control.  Work with a partner to develop the control of their jumps. | Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.  Combine different jumps together with some fluency and control.  Jump for distance from a standing position with accuracy and control.  Investigate the best jumps to cover different distances.  Choose the most appropriate jumps to cover different distances.  Know that the leg muscles are used when performing a jumping action. | Use one and two feet to take off and to land with.  Develop an effective take-off for the standing long jump.  Develop an effective flight phase for the standing long jump.  Land safely and with control. | Learn how to combine a hop, step and jump to perform the standing triple jump.  Land safely and with control.  Begin to measure the distance jumped. | Improve techniques for jumping for distance.  Perform an effective standing long jump.  Perform the standing triple jump with increased confidence.  Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.  Land safely and with control.  Measure the distance and height jumped with accuracy.  Investigate different jumping techniques. | Develop the technique for the standing vertical jump.  Maintain control at each of the different stages of the triple jump.  Land safely and with control.  Develop and improve their techniques for jumping for height and distance and support others in improving their performance.  Perform and apply different types of jumps in other contexts.  Set up and lead jumping activities including measuring the jumps with confidence and accuracy. |
| Throwing | Roll equipment in different ways.  Throw underarm.  Throw an object at a target. | Throw underarm and overarm.  Throw a ball towards a target with increasing accuracy.  Improve the distance they can throw by using more power. | Throw different types of equipment in different ways, for accuracy and distance.  Throw with accuracy at targets of different heights.  Investigate ways to alter their throwing technique to achieve greater distance. | Throw with greater control and accuracy.  Show increasing control in their overarm throw.  Perform a push throw.  Continue to develop techniques to throw for increased distance. | Perform a pull throw.  Measure the distance of their throws.  Continue to develop techniques to throw for increased distance. | Perform a fling throw.  Throw a variety of implements using a range of throwing techniques.  Measure and record the distance of their throws.  Continue to develop techniques to throw for increased distance. | Perform a heave throw.  Measure and record the distance of their throws.  Continue to develop techniques to throw for increased distance and support others in improving their personal best.  Develop and refine techniques to throw for accuracy. |
| Compete/Perform | Control their body when performing a sequence of movements.  Participate in simple games. | Begin to perform learnt skills with some control.  Engage in competitive activities and team games. | Perform learnt skills with increasing control.  Compete against self and others. | Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner. | Perform and apply skills and techniques with control and accuracy.  Take part in a range of competitive games and activities. | Consistently perform and apply skills and techniques with accuracy and control.  Take part in competitive games with a strong understanding of tactics and composition. | Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Take part in competitive games with a strong understanding of tactics and composition. |

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| **Outdoor Adventurous Activities** | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  |  | Know how to follow a map in a familiar context  Know how to use clues to follow a route  Know how to follow a route safely | Know how to follow a map in a (more demanding) familiar context  Know how to follow a route within a time limit | Know how to design a map for others to follow in a (more demanding) familiar context  Know the approximate amount of time that their own devised route will take and is able to follow a set route within an allocated time limit | Know how to design a map for others to follow in a (more demanding) familiar context  Know the approximate amount of time that their own devised route will take and is able to follow a set route within an allocated time limit |
| **Trails** |  |  |  | Orientate themselves with increasing accuracy around a short trail. | Orientate themselves with accuracy around a short trail.  Create a short trail for others with a physical challenge.  Start to recognise features of an orienteering course. | Start to orientate themselves with increasing confidence and accuracy around an orienteering course.  Design an orienteering course that can be followed and offers some challenge to others.  Begin to use navigation equipment to orientate around a trail. | Orientate themselves with confidence and accuracy around an orienteering course when under pressure.  Design an orienteering course that is clear to follow and offers challenge to others.  Use navigation equipment (maps, compasses) to improve the trail. |
| **Problem-Solving** |  |  |  | Identify and use effective communication to begin to work as a team.  Identify symbols used on a key | Communicate clearly with other people in a team and with other teams.  Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.  Associate the meaning of a key in the context of the environment. | Use clear communication to effectively complete a particular role in a team.  Complete orienteering activities both as part of a team and independently.  Identify a key on a map and begin to use the information in activities. | Use clear communication to effectively complete a particular role in a team.  Compete inorienteering activities both as part of a team and independently.  Use a range of map styles and make an informed decision on the most effective. |
| **Preparation and Organisation** |  |  |  | Begin to choose equipment that is appropriate for an activity | Try a range of equipment for creating and completing an activity.  Make an informed decision on the best equipment to use for an activity.  Plan and organise a trail that others can follow. | Choose the best equipment for an outdoor activity.  Create an outdoor activity that challenges others.  Create a simple plan of an activity for others to follow.  Identify the quickest route to accurately navigate an orienteering course. | Choose the best equipment for an outdoor activity.  Prepare an orienteering course for others to follow.  Identify the quickest route to accurately navigate an orienteering course.  Manage an orienteering event for others to compete in. |
| **Communication** |  |  |  | Communicate with others. | Communicate clearly with others.  Work as part of a team.  Begin to use a map to complete an orienteering course. | Communicate clearly and effectively with others.  Work effectively as part of a team.  Successfully use a map to complete an orienteering course.  Begin to use a compass for navigation. | Communicate clearly and effectively with others when under pressure.  Work effectively as part of a team, demonstrating leadership skills when necessary.  Successfully use a map to complete an orienteering course.  Use a compass for navigation.  Organise an event for others. |
| **Complete and Perform** |  |  |  | Begin to complete activities in a set period of time.  Begin to offer an evaluation of personal performances and activities. | Compete an orienteering course more than once and begin to identify ways of improving completion time.  Offer an evaluation of both personal performances and activities.  Start to improve trails to increase the challenge of the course. | Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.  Offer a detailed and effective evaluation of both personal performances and activities.  Improve a trail to increase the challenge of the course. | Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.  Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.  Listen to feedback and improve an orienteering course from it. |

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| **Dance** | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | Know that exercise changes the way their body feels. Feel warmer, breathe faster.  Know that dance is about movement. | Know that exercise causes the heart rate to rise; cheeks might flush, the body may sweat and body temperature rises.  Know that focus and concentration is necessary when dancing.  Know that dance can be thought of as a narrative.  Know that movements can be sequenced to create a dance.  There are different levels and directions within a space.  Know that when dancing with a partner it is important to be aware of each other and keep time. | Know you can use different parts of your body within a dance sequence.  Know that changing rhythm and speed can enhance a dance performance and change how the choreography looks.  Know the correct terminology for body parts involved in dance routines.  Know that you can change levels and direction throughout a sequenced dance routine.  Know you can use repetition and patterns within dance sequences. | Know how to improvise freely and translate ideas from a stimulus into movement  Know that they can coordinate different body parts at the same time to create a dance.  Understand that they can create shapes at different levels to ensure a varied routine. | Know how to compose own dances in a creative way  Know a varying number of styles of dance  Know the impact that increased poise, balance and coordination can make to a dance performance  Know the importance of warming up specific muscle groups in preparation for dance, as well as cooling down.  Know that dance can communicate feelings and narratives.  Know and can state which aspects of own performance were particularly strong and which they could improve on. | Know how to compose own dances in a creative way, individually, with a partner and within a small group.  Know the impact that increased poise, balance and coordination can make to a dance performance.  Know the importance of warming up specific muscle groups in preparation for dance, as well as cooling down.  Know that dance can communicate an idea, as well as feelings and narratives.  Know and state which aspects of own and others’ performance were particularly strong and which they could improve on. | Know how to develop sequences in a specific style |
| **Dance Skills** | Join a range of different movements together.  Change the speed of their actions.  Change the style of their movements.  Create a short movement phrase which demonstrates their own ideas. | Copy and repeat actions.  Put a sequence of actions together to create a motif.  Vary the speed of their actions.  Use simple choreographic devices such as unison, canon and mirroring.  Begin to improvise independently to create a simple dance. | Copy, remember and repeat actions.  Create a short motif inspired by a stimulus.  Change the speed and level of their actions.  Use simple choreographic devices such as unison, canon and mirroring.  Use different transitions within a dance motif.  Move in time to music.  Improve the timing of their actions. | Begin to improvise with a partner to create a simple dance.  Create motifs from different stimuli.  Begin to compare and adapt movements and motifs to create a larger sequence.  Use simple dance vocabulary to compare and improve work.  Perform with some awareness of rhythm and expression. | Identify and repeat the movement patterns and actions of a chosen dance style.  Compose a dance that reflects the chosen dance style.  Confidently improvise with a partner or on their own.  Compose longer dance sequences in a small group.  Demonstrate precision and some control in response to stimuli.  Begin to vary dynamics and develop actions and motifs in response to stimuli.  Demonstrate rhythm and spatial awareness.  Change parts of a dance as a result of self-evaluation.  Know and understand simple dance vocabulary when comparing and improving work. | Identify and repeat the movement patterns and actions of a chosen dance style.  Compose individual, partner and group dances that reflect the chosen dance style.  Show a change of pace and timing in their movements.  Develop an awareness of their use of space.  Demonstrate imagination and creativity in the movements they devise in response to stimuli.  Use transitions to link motifs smoothly together.  Improvise with confidence, still demonstrating fluency across the sequence.  Ensure their actions fit the rhythm of the music.  Modify parts of a sequence as a result of self and peer evaluation.  Know and understand more complex dance vocabulary to compare and improve work. | Identify and repeat the movement patterns and actions of a chosen dance style.  Compose individual, partner and group dances that reflect the chosen dance style.  Use dramatic expression in dance movements and motifs.  Perform with confidence, using a range of movement patterns.  Demonstrate strong and controlled movements throughout a dance sequence.  Combine flexibility, techniques and movements to create a fluent sequence.  Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.  Show a change of pace and timing in their movements.  Move rhythmically and accurately in dance sequences.  Improvise with confidence, still demonstrating fluency across their sequence.  Dance with fluency and control, linking all movements and ensuring that transitions flow.  Demonstrate consistent precision when performing dance sequences.  Modify some elements of a sequence as a result of self and peer evaluation.  Know and understand complex dance vocabulary to compare and improve work. |
| **Complete and Perform** | Control my body when performing a sequence of movements. | Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control. | Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control.  Compete against self and others. | Develop the quality of the actions in their performances.  Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner. | Perform and create sequences with fluency and expression.  Perform and apply skills and techniques with control and accuracy. | Perform own longer, more complex sequences in time to music.  Consistently perform and apply skills and techniques with accuracy and control. | Link actions to create a complex sequence using a full range of movement.  Perform the sequence in time to music.  Perform and apply a variety of skills and techniques confidently, consistently and with precision. |

**Swimming and water safety Physical education – key stages 1 and 2**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

* 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.