

"Intelligence and skills can only function at the peak of their capacity when the body is healthy and strong." John F Kennedy

Team Games						
EYFS	Year 1 (Multi skills)	Year 2(Multi skills)	Year 3 (Invasion games)	Year 4 (Invasion games)	Year 5 (Invasion games)	Year 6(Invasion games)
<ul style="list-style-type: none"> · Develop fundamental object control skills e.g. catching, throwing, kicking and travelling with an object. · Build up teamwork and begin to develop an understanding of how games work e.g. invasion sports, striking and fielding sports, netwall. · To talk about how their bodies feel when exercising. <p>(Every term within PE or Continuous Provision & Outside learning)</p>	<ul style="list-style-type: none"> · Show an awareness of space and others. · Enjoy competing against self and others, individually or in team games. · Begin to understand and use simple tactics for attacking and defending. · Develop fundamental movement skills e.g. running, jumping, throwing, catching · Begin to perform simple techniques used when sending and receiving, in a variety of activities. · To talk about how their bodies feel when exercising. 	<ul style="list-style-type: none"> · Show an awareness of space and others. · Enjoy competing against self and others, individually or in team games. · Understand and use simple tactics for attacking and defending. · Advise and help others to improve their performance. · Perform simple techniques used when sending and receiving, in a variety of activities. · Select and perform a range of techniques in isolation and combination in modified games. · To discuss reasons for warming up and cooling down, recognising simple changes in the body. 	<ul style="list-style-type: none"> · To develop different kicks · To develop dribbling skills · To be aware of others when playing games. · To choose the correct skills to meet a challenge. · To perform a range of actions, maintaining control of the ball. · To perform fundamental movement skills with control and coordination. · Advise and help others to improve their performance. · To understand why exercise is good for your health. 	<ul style="list-style-type: none"> · To keep possession of a ball. · To use ABC (agility, balance, coordination) techniques to keep control of a ball in a competitive situation. · To use accurate passing and dribbling in a game. · To identify and apply ways to move the ball towards an opponent's goal. · To learn concepts of attack and defence. · To play in a mini competition. · To know when to change tactics in competitive situations to improve. · To explain changes in the body when warming up and cooling down. 	<ul style="list-style-type: none"> · To demonstrate basic passing and receiving skills. · Show a good understanding of rules in a variety of competitive games. · To use good hand/eye coordination to pass and receive a ball successfully. · To understand how to make space by moving away and coming back and by dodging. · To be able to demonstrate a range of defending skills and understand how to mark an opponent. · To influence a variety of games, using the correct skills and techniques consistently. · To lead simple warm ups and cool downs in small groups. 	<ul style="list-style-type: none"> · To work as a team. · To pass and carry a ball using balance and coordination. · To use skills learned to play a variety of games. · To apply rules and skills learned to a game. · To play in a mini competition. · To compare performances with previous ones and demonstrate how to improve to achieve personal best. · To explain short and long term effects of exercise on the body. · To have a strong influence in the game, using a range of tactics in attack and defence.

Dance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> · Move freely in a range of ways, e.g. skipping, hopping, jumping and safely negotiating space. · Jump off an object and land appropriately. · Develop gross and fine motor skills. <p style="color: red; font-weight: bold;">(Every term within PE or Continuous Provision & Outside learning)</p>	<ul style="list-style-type: none"> · Link actions with sounds and music. · Comment and begin to respond on their own work and others' work. · Develop basic actions (travel, jump, balance, gesture and stillness). · Begin to form basic dance actions with control and coordination. 	<ul style="list-style-type: none"> · Demonstrate basic actions (travel, jump, balance, gesture and stillness). · Form basic dance actions with control and coordination. · Describe how to improve and modify a performance. · Change the speed and level of their actions. · Use simple choreographic devices such as unison, canon and mirroring. 	<ul style="list-style-type: none"> · Begin to improvise with a partner to create a simple dance. · Begin to compare and adapt movements to create a larger sequence. · Use simple dance vocabulary to compare and improve work. · Perform with some awareness of rhythm and expression. 	<ul style="list-style-type: none"> · Identify and repeat the movement patterns and actions of a chosen dance style (mood of the music). · Compose a dance that reflects the chosen dance style (mood of the music). · Confidently improvise with a partner or on their own. · Compose longer dance sequences in a small group. · Demonstrate rhythm and spatial awareness. · Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work. 	<ul style="list-style-type: none"> · Compose individual, partner and group dances that reflect the chosen dance style (mood of the music). · Show a change of pace and timing in their movements. · Develop an awareness of their use of space. · Use transitions to link movements together. · Improvise with confidence, still demonstrating fluency across the sequence. · Modify parts of a sequence as a result of self and peer evaluation. · Use more complex dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> · Use dramatic expressions in dance movements and sequences. · Perform with confidence, using a range of movement patterns. · Demonstrate strong and controlled movements through a dance sequence. · Show a change of pace and timing in their movements. · Improvise with confidence, still demonstrating fluency across the sequence. · Dance with fluency and control linking all movements and ensuring that transitions flow. · Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to

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Gymnastics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> · Move freely in a range of ways, e.g. skipping, hopping, jumping and safely negotiating space. · Jump off an object and land appropriately. · Develop gross and fine motor skills. <p>(Every term within PE or Continuous Provision & Outside learning)</p>	<ul style="list-style-type: none"> · Recognise and use space appropriately. · Begin to identify the difference between own and others' performance. · Begin to use simple gymnastics vocabulary. · Follow simple sequences. · Explore the basic gymnastics actions of travel, jump and balance with some control and coordination. 	<ul style="list-style-type: none"> · Use space appropriately. · Identify key skills within a sequence. · Use simple gymnastics vocabulary. · Demonstrate the basic gymnastics actions of travel, jump and balance with some control and coordination. Include movements that change direction, level and speed in a sequence. 	<ul style="list-style-type: none"> · Use space effectively. · Identify and evaluate key skills within a sequence. · Begin to use creativity and imagination when planning sequences. · Use gymnastics vocabulary. · Demonstrate the basic gymnastics actions of travel, jump and balance with control and coordination. · Demonstrate movements that change direction, level and speed in a sequence. · Create and demonstrate a larger sequence working individually and with others, showing good control and coordination 	<ul style="list-style-type: none"> · Use space effectively. · Describe similarities and differences between own and others' work, making suggestions for improvement. · Use creativity and imagination when planning sequences. · Use gymnastic vocabulary. · Demonstrate the basic gymnastics actions of travel, jump and balance with control and coordination. · Demonstrate movements that change direction, level and speed in a sequence. · Create and demonstrate a larger sequence working individually and with others, showing good control and coordination. 	<ul style="list-style-type: none"> · Analyse skills and suggest ways to improve quality of performance using appropriate gymnastic terminology. · Use creativity and imagination when planning sequences. · Demonstrate key gymnastics actions of travel, jump, weighton, hands, and balance with control and coordination. · Demonstrate movements that change direction, level and speed in a sequence. · Demonstrate a consistent performance showing fluency, accuracy and consistency, individually and collaboratively. 	<ul style="list-style-type: none"> · Analyse skills and suggest ways to improve quality of performance using appropriate gymnastic terminology. · Use creativity and imagination when planning sequences. · Demonstrate key gymnastics actions of travel, jump, weighton, hands, and balance with control and coordination. · Demonstrate movements that change direction, level and speed in a sequence. · Demonstrate a consistent performance showing fluency, accuracy and consistency, individually and collaboratively.

				· Work collaboratively and enjoy competing with each other.		
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Striking and fielding –cricket, rounders Netwall - tennis

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> · Develop fundamental object control skills e.g. catching, throwing, kicking and travelling with an object. · Build up team work and begin to develop an understanding of how games work e.g. invasion sports, striking and fielding sports, netwall (Every term within PE or Continuous Provision & Outside learning) 	<ul style="list-style-type: none"> · Show an awareness of space and others. · Enjoying competing against self and others, individually or in a team. · Begin to understand simple use of tactics for attacking and defending. · Develop fundamental skills (running, jumping, catching etc.). · Perform simple techniques used when sending and receiving in a variety of activities. · Begin to perform fundamental movement skills. 	<ul style="list-style-type: none"> · Show an awareness of space and others. · Enjoying competing against self and others, individually or in a team. · Understand simple use of tactics to help improve their performance. · Perform fundamental movement skills with control and coordination. · Begin to select and perform a range of techniques in isolation. · To learn how to hold a bat appropriately. · To position the body to strike a ball. · To develop catching skills. 	<ul style="list-style-type: none"> · To consolidate and develop a range of skills in striking and fielding. · To develop and investigate different ways of throwing and to know when it is appropriate to use them. · To consolidate and develop a range of skills in striking and fielding. · To practise the correct technique for catching a ball and use it in a game. · To consolidate and develop a range of skills in striking and fielding. · To practise the correct batting technique and use it in a game situation. 	<ul style="list-style-type: none"> · To become familiar with different bats/balls and associate them with different games. · To build on accuracy when hitting the ball (thinking about strategy). · To play a variety of shots in a game situation and to explore when different shots should be played. · To play in a variety of competitive games, using the correct skills and techniques. · Know when to change tactics in competitive situations to improve. 	<ul style="list-style-type: none"> · To identify and apply techniques for hitting a ball. · To develop the techniques learnt. · To show a good understanding of rules in a variety of competitive games. · To build on accuracy when hitting the ball (thinking about strategy). · To play in a variety of competitive games, using the correct skills and techniques. · Have an influence in a variety of games, using the correct skills and techniques consistently. 	<ul style="list-style-type: none"> · To use good hand/eye co-ordination to hit the ball with accuracy and control. · To understand how to use different shots to outwit an opponent in a game. · To develop knowledge, understanding and principles within a game, including tactics and strategies used. · Have a strong influence in the game, using a range of tactics in attack and defence. · To play in a variety of competitive games, using the correct skills and techniques. · To show a good understanding of

		<ul style="list-style-type: none"> · To learn skills for playing striking and fielding games. · To use fielding skills to play a game. 	<ul style="list-style-type: none"> · To practise the correct technique for fielding and use it in a game situation. · To consolidate the throwing, catching and batting skills already learned. · To strike the ball for distance 			<ul style="list-style-type: none"> rules and scoring in a variety of competitive games. · Compare performances with previous ones and demonstrate how to improve to achieve personal best.
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Athletics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> · To run in a variety of ways in a safe space. · To jump in a range of ways, landing safely. · To roll equipment in different ways. · To develop throwing underarm. · To throw an object at a target. <p>(Every term within PE or Continuous Provision & Outside learning)</p>	<ul style="list-style-type: none"> · To use varying speeds when running. · To explore footwork patterns. · To explore arm mobility. · To explore different methods of throwing. · To practise short distance running. · To show running, jumping and throwing actions with basic control and coordination. 	<ul style="list-style-type: none"> · To run with agility and confidence. · To learn the best jumping techniques for distance. · To throw different objects in a variety of ways. · To hurdle an obstacle and maintain effective running style. · To run for distance. · To complete an obstacle course with control and agility. · To demonstrate simple techniques and skills when running, jumping and throwing, varying them to suit the different activities. 	<ul style="list-style-type: none"> · To run in different directions and at different speeds, using a good technique. · To improve throwing technique. · To reinforce jumping techniques. · To understand the relay and passing the baton. · To choose and understand appropriate running techniques. · To compete in a minicompetition, recording scores. · To demonstrate good balance, coordination and control in various athletics activities. 	<ul style="list-style-type: none"> · To select and maintain a running pace for different distances. · To practise throwing with power and accuracy. · To throw safely and with understanding. · To demonstrate good running technique in a competitive situation. · To explore different footwork patterns. · To understand which technique is most effective when jumping for distance. · To utilise all the skills learned in a competition. · To identify and apply simple tactics that 	<ul style="list-style-type: none"> · To use the correct technique to run at speed. · To develop the ability to run for distance. · To throw with accuracy and power. · To identify and apply techniques of relay running. · To explore different footwork patterns. · To understand which technique is most effective when jumping for distance. · Learn how to use skills to improve the distance of a pull throw. · To demonstrate good techniques in a competitive situation. 	<ul style="list-style-type: none"> · To use the correct technique to run at speed. · To develop the ability to run for distance. · To throw with accuracy and power. · To use different footwork patterns. · To understand which technique is most effective when jumping for distance. · To engage and enjoy competitive activities, against self and others. · To compare performance with previous ones and demonstrate improvement to

		<ul style="list-style-type: none"> · To know the different techniques used in running, jumping and throwing activities. 	<ul style="list-style-type: none"> · To understand how to exercise safely and why it is important. · To discuss differences between their own and others' performance, suggesting improvements. 	<p>could be used to improve performance.</p> <ul style="list-style-type: none"> · To explain why physical activity is good for your health. 	<ul style="list-style-type: none"> · To show good control, speed, strength and stamina in a variety of athletic events. · Watch and describe specific aspects of running, jumping and throwing techniques 	<p>achieve their personal best.</p> <ul style="list-style-type: none"> · To understand and explain the short and long term effects of exercise. · Can select and apply the correct athletic skills and tactics in competitive situations
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