

PE	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	EYFS AoL – Physical Development		running, jumping, throwing and catching, stance, underarm, overarm, balance.		running, jumping, throwing and catching in isolation and in combination			
	<p>Running safely, squat & get up without hands, climbing on nursery climbing equipment, kick large ball, turn book pages, control in holding using jugs, mark-making tools etc.</p> <p>Tripod grip for writing tools.</p> <p>Move freely and with confidence in a range of ways.</p> <p>Climbing stairs using alternate feet.</p> <p>Negotiate space successfully.</p> <p>Stand on 1 foot, catch a large ball.</p> <p>Snip with scissors.</p> <p>Develop pincer grip.</p>	<p>Move freely and with confidence in a range of ways.</p> <p>Climbing stairs using alternate feet.</p> <p>Negotiate space successfully.</p> <p>Stand on 1 foot, catch a large ball.</p> <p>Snip with scissors.</p> <p>Develop pincer grip.</p> <p>.....</p>	<p>Pupils should continue to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, 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>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.</p>			

Team games			team games, tactics, attacking, defending, team work.		for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis. Outdoor and adventurous activity, individually and in teams. (Kielder)			
			Use basic underarm, rolling and hitting skills accurately. Hit and kick a ball in a variety of ways Track, intercept, stop and catch balls and small equipment consistently. Describe some basic rules, simple tactics and the way to score. Show good awareness of space and the actions of others. Compete in small sided games. Know playing games	Perform basic techniques of catching and throwing to a good level of consistency when moving and standing still. Perform basic skills of rolling, striking and kicking with control. Use a variety of simple tactics in a small sided game. Show an awareness of opponents and team mates during games. Describe the differences in the way their body works and feels when playing different games. Begin to watch others and focus on specific actions to improve own skills.	Throw and catch with control when under limited pressure to keep possession and score goals. Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding and net games. Use simple rules fairly and extend them to devise their own games. Identify that playing extended games improves their stamina. Recognise good performances in themselves and others and use what they have learned to	Change pace, length and direction to outwit their opponent. Choose and use a range of ball skills with a good degree of accuracy. Use a variety of techniques and tactics to attack, keep possession and score. Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others. Understand how strength, stamina and speed can be improved by playing games	Use a small range of sending, receiving and travelling techniques in games, with varied control. Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control. Know and apply the basic strategic and tactical principles of a various games and adapt them	Perform skills with greater speed, fluency and accuracy in invasion, striking and net games. Understand, choose and apply a range of tactics and strategies for defence and attack. Know the importance and types of fitness and how playing games contributes to a healthy lifestyle. Develop their ability to evaluate their own and others' work, and to suggest ways to

			is good for them and describe what it feels like. Watch, describe and comment on what they have seen.		improve their own work. Know and describe the effects of different exercise activities on the body and how to improve stamina. Begin to understand the importance of warming up.	Identify good performances and suggest ideas for practices that will improve their play.	to different situations. Understand why exercise is good for their fitness, health and wellbeing . With help, devise warm up and cool down activities and justify their choices.	
Gymnastics/ Dance			Balance, co-ordination, stance, posture, stretch, control, movement.		flexibility, strength, technique, control and balance			
Swimming – one year group			Explore gymnastics actions and still shapes. Move confidently and safely in their own and general space, using change of speed and direction. Copy or create and	Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. Choose, use and vary simple compositional ideas in the sequences they create and perform. Recognise and describe what their bodies feel like during different types of activity lift, move and	Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements. Improve their ability to select appropriate actions and use simple compositional ideas. Recognise	Develop the range of actions, body shapes and balances which include in a performance. Perform skills and actions more accurately and consistently. Create gymnastic sequences that	Perform actions, shapes and balances consistently and fluently in specific activities. Choose and apply basic compositional ideas to the sequences they create, and adapt	Combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas. Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles. Understand why warming up and

			<p>link movement phrases with beginnings, middles and ends perform. Movement phrases using a range of body actions and body parts. Know how to carry and place equipment. Recognise how their body feels when still and when exercising. watch, copy and describe what they and others have done</p>	<p>place equipment safely. Improve their work using information they have gained by watching, listening and investigating.</p>	<p>and describe the short term effects of exercise on the body during different activities. Know the importance of suppleness and strength. Describe and evaluate the effectiveness and quality of a performance. Recognise how their performance has improved.</p>	<p>meet a theme or set of conditions. Use compositional devices when creating their sequences, such as changes in speed, level and direction Describe how the body reacts during different types of activity and how this affects the way they perform. Describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved.</p>	<p>them to new situations. Know and understand the basic principles of warming up and why it is important for good quality performance. Understand why physical activity is good for their health Choose and use information and basic criteria to evaluate their own and others' work.</p>	<p>cooling down are important. Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves. Carry out warm ups safely and effectively Evaluate their own and others' work. Suggest ways of making improvements.</p>
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Dance			Dances, choreography, stance, balance, control.	perform dances				
Athletics			<p>Improve running technique and run for longer distances. Run and jump sequence. Develop an under and over arm throwing action. Take part in a variety of team races using a variety of equipment. Know running, jumping and throwing is good for them and describe what it feels like. Watch, copy, describe and comment on what they</p>	<p>Run with a good technique at different speeds. Perform a two footed jump. Show a good throwing technique and extend accuracy and distance. Compete in a range of team events. Describe the differences in the way their body works and feels when trying athletic activities. Begin to watch others and focus on specific actions to improve own skills.</p>	<p>Select running speed for appropriate activity. Make up and repeat a short sequence of linked jumps. Throw a variety of objects, changing their action for accuracy and distance. Take part in relay activities remembering when to run and what to do. Recognise when their body is warmer or cooler and when their heart beats faster and slower. Recognise good performances in themselves and others to improve their own.</p>	<p>Show some control when using a range of basic running, jumping and throwing actions. Perform a range of jumps showing contrasting techniques and sometimes using a short run up. Throw with some accuracy and power into a target area. Work in cooperative groups to use different techniques, speeds and effort to meet challenges. Relate different athletic activities to changes in</p>	<p>Understand and demonstrate the differences between sprinting and distance running. Show control in take off activities. Demonstrate a range of throwing actions using modified equipment with some accuracy and control. Predict how different activities will affect heart rate, temperature and performance . Watch partner's</p>	<p>Choose the best pace for a running event, in order to sustain running and improve their personal target. Show control and power in takeoff and landing activities. Show accuracy and good technique when throwing for distance. Choose appropriate techniques for specific events. Organise and judge events and challenges well. Identify activities that help develop stamina or power and suggest how some can be used in other types of activities. Identify parts of a partner's performance that need to be practised and refined and suggest improvements.</p>

			have seen.			heart rate, breathing and temperature. Identify and describe different aspects of athletic styles and use to improve own performance.	performance and identify strengths. Understand the basic principles of warming up. Understand fully why exercise is good for fitness, health and wellbeing.	
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