

P.E. Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamentals	<p>ELG - Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and</p> <p>ELG - Children are confident to try new activities and to say why they like some activities more than others. They are confident to speak in a familiar group, talk about their ideas, and to choose the resources for their own activities. They say when they do or don't need help.</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<ul style="list-style-type: none"> • Balancing on one foot • Climbing • Under arm throw • Catching of a large ball • Sprint run • Skip • Hop • Gallop 	<ul style="list-style-type: none"> • Side roll • Over arm throw • Catch medium/small balls • Two handed strike e.g. tennis racket/bat • Jump for height and distance 	<ul style="list-style-type: none"> • Fundamentals will be taught explicitly through other units. e.g. Health Related Fitness and athletics 	<ul style="list-style-type: none"> • Fundamentals will be taught explicitly through other units. e.g. Health Related Fitness and athletics 	<ul style="list-style-type: none"> • Fundamentals will be taught explicitly through other units. e.g. Health Related Fitness and athletics 	<ul style="list-style-type: none"> • Fundamentals will be taught explicitly through other units. e.g. Health Related Fitness and athletics

	<p>Move with confidence, travel in different ways with control and co-ordination.</p> <p>Jump in different ways, show control and co-ordination, recognise what is best for their own exercise.</p>						
Target Goals	<ul style="list-style-type: none"> • Move confidently, change direction of speed avoiding collisions, stop quickly. • Move with increasing control, co-ordination, range of small equipment, carry and control equipment, familiarization, begin to work with a partner. • Controlling a ball, steering a ball, use a small range of equipment 	<ul style="list-style-type: none"> • Confidently underhand throw with accuracy • Confidently underhand throw with accuracy • Understanding rules of games • Collaborating/cooperating with 1st team mates • Adopting body position to suit technique e.g. (bending to roll a ball) 	<ul style="list-style-type: none"> • Employ different ways objects can be manipulated e.g. tennis and rugby ball • Complete in small games and play sportsmanslike • Complete an overarm throw with confidence • Receive and throw a small/medium ball with confidence 	<ul style="list-style-type: none"> • Accurately strike an object with a piece of equipment with appropriate force • Use simple rules fairly to decide own games • Practice independently 	<ul style="list-style-type: none"> • Employ a range of setting and striking techniques to hit a target with precision • Consider opponent's performance and respond to changes within the game • Develop own games using skills from the games learned • Gain an appreciation for rules 	<ul style="list-style-type: none"> • Work cooperatively to put strategies and decisions into actions. • Change the rules to increase challenge • Recognise behaviour practice in themselves and others • Give in game feedback to improve performance 	

Striking and Fielding	<p>ELG - Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<ul style="list-style-type: none"> • Kick or strike a static object e.g. a ball from a cone) • Use an underarm throw to pass ball to peers • Understanding basic scoring rules • Stop a ball in motion 	<ul style="list-style-type: none"> • Use a range of sending and receiving, such as overarm throw • Changing body position to stop a ball in motion • Understanding the importance of rules 	<ul style="list-style-type: none"> • Strike a static object with accuracy and intent • Begin to make decisions when striking an object accurately to a space • Begin to communicate as a group to coordinate stopping a ball in motion • Respond to changes in rules that affect scoring 	<ul style="list-style-type: none"> • Develop tactical decisions when striking a ball • Begin to develop simple tactics to compete • Continue to develop communication to return a ball • Use a range of sending, receiving and fielding techniques in good time 	<ul style="list-style-type: none"> • Strike a moving object with intent into space • Communicate formation changes to maximise effectiveness e.g. fielding wider when a good striker enters play • Develop an understanding of a range of scoring techniques • Plan, assess and evaluate the effectiveness of a formation/tactic
Net and Wall Games		<ul style="list-style-type: none"> • Use a range of different ball types and types of equipment • Develop hand-eye/foot coordination • Predict how a ball bounces/reacts 	<ul style="list-style-type: none"> • Use a range of different ball types and types of equipment • Develop hand-eye/foot coordination • Predict how a ball bounces/reacts 	<ul style="list-style-type: none"> • Strike a static object with accuracy and intent • Begin to make decisions when striking an object accurately to a space • Begin to communicate as a group to coordinate stopping a ball in motion • Respond to changes in rules that affect scoring 	<ul style="list-style-type: none"> • Develop tactical decisions when striking a ball • Begin to develop simple tactics to compete • Continue to develop communication to return a ball • Use a range of sending, receiving and fielding techniques in good time 	<ul style="list-style-type: none"> • Strike a moving object with intent into space • Communicate formation changes to maximise effectiveness e.g. fielding wider when a good striker enters play • Develop an understanding of a range of scoring techniques • Plan, assess and evaluate the effectiveness of a formation/tactic
Outdoor and Adventurous				<ul style="list-style-type: none"> • Develop understanding for how a map is orientated (facing north) • Give and receive written and verbal instructions • Read a basic legend or key • Follow a simple series of instructions 		<ul style="list-style-type: none"> • Orientate themselves within a map using known locations • Give and receive complex written and verbal instructions • Read a detailed key highlighting points of interest

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Dance	<p>To be able to choose different ways of moving isolated body parts and linking these together</p> <p>To travel using isolated body parts – back, stomach, back and feet</p> <p>To link asymmetrical body shapes and movements</p> <p>To link asymmetrical body parts and movements</p> <p>To show different levels in movement of whole body and isolated body parts.</p>	<ul style="list-style-type: none">• Learn basic movements relating to feelings• Show that they have started and finishing position• Respond to different music showing a range of emotions• Perform dance movements and simple routines using simple movement patterns	<ul style="list-style-type: none">• Evaluate and improve a dance performance by rehearsing and viewing• Use a range of vocabulary to describe moods of dances making them feel• Remember and repeat simple dance phrases• Perform dances using simple movement patterns	<ul style="list-style-type: none">• Improvise freely on their own and with a partner translating ideas from a stimulus to a movement• Keep up an activity over a period of time and need to warm up and cool down for dance	<ul style="list-style-type: none">• Explore and create characters and narratives in response to a range of stimuli• Invent and evaluate their own and others' dances, taking account of character and narrative• Explore and improvise ideas for dances in different styles working on their own, with a partner and in group• Organise their own warm up and cool down activities to suit the dance. Show an understanding of why it is important	<ul style="list-style-type: none">• Explore, improvise and combine movement ideas fluently and effectively• Understand how a dance is formed and performed• To evaluate, refine and develop their own and others' work

	<p>To show different levels in travelling moves</p> <p>To change the direction of travel of isolated body parts to include balance</p>						
Gymnas	<p>To listen and observe an awareness of space for themselves and others.</p> <p>To change and link together directions of travel using apparatus. To move slowly showing strength and tension in muscles.</p> <p>To show agility.</p>	<ul style="list-style-type: none"> • Perform different shapes with my body, head and different parts of my body. • Perform a minimum of 5 gymnastic shapes on the apparatus with good technique • Perform a minimum of 3 shapes on high apparatus with good technique • Observe a partner and give 	<p>Perform travelling movements on my apparatus with my arms and with my legs, using different apparatus and showing different pathways (zig-zag, L shape etc.)</p> <ul style="list-style-type: none"> • Perform a jump using a skipping rope • Create and perform a sequence of movements involving rotation using apparatus • Observe a partner and give accurate feedback 	<p>Successfully perform 2 different rolls safely (front roll, tuck roll)</p> <p>Link and develop two different jumps using apparatus safely</p> <ul style="list-style-type: none"> • Use apparatus in more creative ways • Observe a partner and give accurate feedback, saying what went well and what could be better 	<ul style="list-style-type: none"> • Perform gymnastic shapes on different body parts, using apparatus. • Create a wide range of gymnastic shapes using apparatus • Perform jumps at different heights, showing quality of jump, elevation, strength and control • Create and perform a sequence in a pathway • Observe a partner and give accurate feedback, saying what went well and what could be better 	<ul style="list-style-type: none"> • Roll and perform gymnastics shapes, including partner assisted shapes • Demonstrate a wide range of gymnastic actions while using apparatus • Demonstrate the correct jumping, leaping and landing techniques in five jump classifications • Create and perform a sequence in pairs of five contrasting actions 	<ul style="list-style-type: none"> • Roll and perform all gymnastics shapes safely including partner assisted shapes • Demonstrate and safely execute a wide range of gymnastic actions while using apparatus • Demonstrate and safely execute a range of jumping, leaping and landing techniques • Create and perform a sequence in pairs of six contrasting actions

		accurate feedback					
Swimming	N/A	N/A	N/A	N/A	<ul style="list-style-type: none"> Swim 25m Perform a range of strokes with confidence and competence Perform a safe self-rescue 		
Athletics	<p>ELG - Moving and handling: Children show good control and coordination in large and small spaces.</p> <p>They have confidence in a range of safely negotiating space.</p> <p>Eye-hand coordination control, spatial awareness, strength with different body parts</p>	<p>Take off in different ways and land in coordinated ways (walk, fast walk, slow jump, running, walking backwards, jump to 2 feet to 2 feet hop.)</p> <p>Jump in different ways (under, over, side, back, front, over-arm) • Observe a partner and give accurate feedback</p> <p>Push and bounce ball to my partner, then throw ball into a target (buckets, hoop, boxes etc)</p> <p>Observe a partner and give accurate feedback</p>	<ul style="list-style-type: none"> Walk and run with good posture and balance (head straight, back straight, keep on your toes) Jump: <ul style="list-style-type: none"> 1 foot to 2 feet 2 feet to 1 foot 1 foot to 1 foot Say which was the easiest and most difficult to achieve, and what I can/ have improved my accuracy and distance Observe a partner and give accurate feedback, saying what went well and what could be better 	<ul style="list-style-type: none"> Run with a tall body on balls of the feet, picking feet up high, head held high Jump: <ul style="list-style-type: none"> 1 foot to 2 feet 2 feet to 1 foot 1 foot to 1 foot Left/ right hand throw Perform a one handed push throw and a power throw with accuracy towards a target from my dominant hand Say which was the easiest and most difficult to achieve, and what I can/ have improved my accuracy and distance Observe a partner and give accurate feedback, saying what went well and what could be better 	<p>Maintain a good running technique when sprinting and running over obstacles</p> <ul style="list-style-type: none"> Perform a short run to 2 feet to 1 foot to 1 foot Demonstrate a two handed push throw and a sling throw Observe a partner and give accurate feedback, saying what went well and what could be better 	<ul style="list-style-type: none"> Observe a partner and give accurate feedback Demonstrate the ability to accelerate from a variety of static positions Perform triple jump combination sequences with balance and control Sustain jogging and running at a consistent pace for over a minute Observe a partner and give accurate feedback, evaluating steps for improvement 	<ul style="list-style-type: none"> Demonstrate the ability to accelerate from a variety of static positions Perform triple jump combination sequences with balance and control Sustain jogging and running at a consistent pace for over a minute Observe a partner and give accurate feedback, evaluating steps for improvement