



Physical Education – Early Years Foundation Stage and The National Curriculum

By the end of each Key Stage, children are expected to:

EYFS	KS1	KS2
<p><b>Early Learning Goals:</b></p> <p><i>Moving and Handling:</i> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><i>Health and Self-care:</i> Children know the importance for good health of physical exercise, a healthy diet and talk about the ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>	<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> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>

Dance	Overview	Key Skills	Assessment
EYFS	Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They explore dance through the world around them.	Travel, action, space, shape, perform, level, copy, counts	<ul style="list-style-type: none"> <li>• I can handle equipment effectively.</li> <li>• I can move confidently in a range of ways.</li> <li>• I can safely negotiate space.</li> <li>• I can show good control and co-ordination in small and large movements.</li> <li>• I can talk about ways to keep healthy and safe.</li> <li>• I know the importance for good health and physical exercise</li> </ul>
Y1	Pupils will explore travelling actions, movement skills and balances. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner.	Travel, action, space, shape, perform, level, copy, counts	<ul style="list-style-type: none"> <li>• I can perform basic body actions sometimes using counts.</li> <li>• I can use different parts of the body in isolation and together.</li> <li>• I can explore pathways.</li> <li>• I can show some sense of dynamic and expressive qualities in my dance.</li> <li>• I can choose appropriate movements for different dance ideas.</li> <li>• I can perform dance phrases using simple movement patterns.</li> <li>• I can move confidently and safely.</li> <li>• I can vary the way I use space.</li> <li>• I can recognise changes in my body when I do exercise.</li> </ul>
Y2	Pupils will explore space and how their body can move to express an idea, mood or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing.	Travel, action, space, shape, perform, level, copy, counts, dynamics, expression, speed, pathway	<ul style="list-style-type: none"> <li>• I can perform body actions with control and coordination.</li> <li>• I can sometimes use counts to stay in time with music.</li> <li>• I can choose movements with different dynamic qualities to express an idea, mood or feeling.</li> <li>• I can remember and repeat dance phrases.</li> <li>• I can work with a partner using mirroring and unison.</li> <li>• I can describe how my body feels during exercise.</li> </ul>
Y3	Pupils create dances in relation to an idea including historical, cultural and scientific sources. Pupils work individually, with a partner and in small groups. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances.	Canon, unison, formation, phrase, motif, stimulus, dynamics, pathways, direction	<ul style="list-style-type: none"> <li>• I can create dance phrases that communicate ideas.</li> <li>• I can create dance phrases with a partner and in a small group using canon and unison.</li> <li>• I can repeat, remember and perform these phrases in a dance.</li> <li>• I can use dynamic and expressive qualities in relation to an idea.</li> <li>• I can use counts to keep in time with a group and the music.</li> <li>• I can recognise and talk about the movements used and the expressive qualities of dance.</li> <li>I understand why it is important to warm up.</li> </ul>
Y4	Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimulus, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.	Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space	<ul style="list-style-type: none"> <li>• I can respond imaginatively to a range of stimuli related to character and narrative.</li> <li>• I can use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group.</li> <li>• I can use formation, canon and unison to develop a dance.</li> <li>• I can refine, repeat and remember dance phrases and dances.</li> <li>• I can perform dances clearly and fluently.</li> <li>• I can describe, interpret and evaluate dance, using appropriate language.</li> <li>• I can explain what happens in my body when I warm up.</li> </ul>
Y5	Pupils learn different styles of dance, working individually, as a pair and in small groups. They create, perform and observe dances in a range of themes. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.	Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space, emotion, matching, mirroring, transitions	<ul style="list-style-type: none"> <li>• I can adapt and refine the way I use actions, dynamics and relationships in my dance.</li> <li>• I can perform different styles of dance clearly and fluently.</li> <li>• I can recognise and comment on dances, showing an understanding of style.</li> <li>• I can suggest ways to improve my own and other people's work.</li> <li>• I can lead a partner through short warm-up routines.</li> </ul>
Y6	Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different compositional tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas.	Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space, emotion, matching, mirroring, transitions	<ul style="list-style-type: none"> <li>• I can work creatively and imaginatively on my own, with a partner and in a group to choreograph motifs and structure simple dances.</li> <li>• I can adapt and refine the way I use actions, dynamics and relationships to improve my dance.</li> <li>• I can choreograph a dance using props.</li> <li>• I can perform dances fluently and with control.</li> <li>• I can use appropriate language to evaluate and refine my own and others' work.</li> <li>• I can lead a small group through a short warm-up routine.</li> </ul>

Gymnastics	Overview	Key Skills	Assessment
EYFS	Children explore basic movements, creating shapes, balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.	Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll	<ul style="list-style-type: none"> <li>• I can handle equipment effectively.</li> <li>• I can move confidently in a range of ways.</li> <li>• I can safely negotiate space.</li> <li>• I can show good control and co-ordination in small and large movements.</li> <li>• I can talk about ways to keep healthy and safe.</li> <li>• I know the importance for good health and physical exercise</li> </ul>
Y1	Pupils learn use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create short sequences and movement phrases. Pupils begin to understand the use of levels and shapes when travelling and balancing.	Travelling, shapes, balances, shape jumps, take off and landing, barrel roll, straight roll, progressions of a forward roll	<ul style="list-style-type: none"> <li>• I can remember and repeat actions and shapes.</li> <li>• I can make my body tense, relaxed, stretched and curled.</li> <li>• I can show an awareness of space when travelling.</li> <li>• I can link simple actions together.</li> <li>• I can use apparatus safely.</li> </ul> <p>I can recognise changes in my body when I do exercise.</p>
Y2	Pupils learn how to find and use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.	Shapes, balances, shape jumps, take off and landing, travelling, barrel roll, straight roll, forwards roll	<ul style="list-style-type: none"> <li>• I can plan and repeat simple sequences of actions.</li> <li>• I can use shapes when performing other skills.</li> <li>• I can use directions and levels to make my work look interesting.</li> <li>• I can perform the basic gymnastic actions with some control and balance.</li> <li>• I can describe how my body feels during exercise.</li> </ul>
Y3	Pupils focus on improving the quality of their movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work using matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop performance skills considering the quality and control of their actions.	Individual point and patch balances, straight roll, barrel roll, forwards roll, straight jump, tuck jump, star jump, rhythmic gymnastics using a hoop	<ul style="list-style-type: none"> <li>• I use a greater number of my own ideas for movements in response to a task.</li> <li>• I can choose and plan sequences of contrasting actions.</li> <li>• I complete actions with increasing balance and control and can choose actions that flow well into one another.</li> <li>• I can move in unison with a partner.</li> <li>• I can adapt sequences to suit different types of apparatus.</li> <li>• With help, I can recognise how performances could be improved.</li> <li>• I understand why it is important to warm up.</li> </ul>
Y4	Pupils create more complex sequences. They learn a wider range of traveling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They work independently and with a partner to build sequences. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand	<ul style="list-style-type: none"> <li>• I can safely perform balances individually and with a partner.</li> <li>• I can plan and perform sequences with a partner that include a change of level and shape.</li> <li>• I understand how body tension can improve the control and quality of my movements.</li> <li>• I can explain what happens in my body when I warm up.</li> <li>• I can watch, describe and suggest possible improvements to others' performances and my own.</li> <li>• I can identify some muscle groups used in gymnastic activities.</li> </ul>
Y5	Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand	<ul style="list-style-type: none"> <li>• I can create and perform sequences using apparatus, individually and with a partner.</li> <li>• I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</li> <li>• I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</li> <li>• I can use strength and flexibility to improve the quality of a performance.</li> <li>• I can lead a partner through short warm-up routines.</li> </ul>
Y6	Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They work in larger groups using formations to improve the aesthetics of their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	Straddle roll, forward roll, backward roll, counterbalance, countertension, group balance, cartwheel, bridge, shoulder stand, handstand, headstand, vault	<ul style="list-style-type: none"> <li>• I understand what counter balance and counter tension is and can show examples with a partner.</li> <li>• I can combine and perform gymnastic actions, shapes and balances with control and fluency.</li> <li>• I can create and perform sequences taking using compositional devices to improve the quality.</li> <li>• I can lead a small group through a short warm-up routine.</li> <li>• I can suggest changes and use feedback to improve a sequence.</li> </ul>

Athletics	Overview	Key Skills	Assessment
EYFS	Children will develop their fundamental movement skills of balancing, running and stopping, hopping, galloping, changing direction and jumping. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space.	Balancing, running, jumping, hopping, galloping, skipping, sliding, changing direction	<ul style="list-style-type: none"> <li>• I can handle equipment effectively.</li> <li>• I can move confidently in a range of ways.</li> <li>• I can safely negotiate space.</li> <li>• I can show good control and co-ordination in small and large movements.</li> <li>• I can talk about ways to keep healthy and safe.</li> <li>• I know the importance for good health and physical exercise</li> </ul>
Y1	Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.	Running at varying speeds, agility, balance, running over obstacles, jumping, hopping and leaping for distance, jumping combinations, throwing for distance and accuracy	<ul style="list-style-type: none"> <li>• I can run at different speeds.</li> <li>• I can show balance and co-ordination when changing direction.</li> <li>• I can link running and jumping movements with some control and balance.</li> <li>• I can experiment with different types of jumps and landing.</li> <li>• I can co-ordinate my body to throw towards a target.</li> <li>• I am developing my technique to throw for distance.</li> <li>• I can recognise changes in my body when I do exercise</li> </ul>
Y2	Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.	Running at different speeds, running over obstacles, agility and co-ordination, jumping for distance, jumping for height, throwing for distance and accuracy	<ul style="list-style-type: none"> <li>• I show balance and co-ordination when running at different speeds</li> <li>• I can show balance when changing direction</li> <li>• I can link running and jumping movements with some control and balance</li> <li>• I can experiment with different types of jumps and landing</li> <li>• I show good technique when throwing towards a target</li> <li>• I am developing throwing for distance • I can describe how my body feels during exercise</li> </ul>
Y3	Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and record scores.	Sprinting, running over obstacles, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance	<ul style="list-style-type: none"> <li>• I can run at fast, medium and slow speeds.</li> <li>• I can use different take off and landings when jumping.</li> <li>• I am developing jumping for distance and height.</li> <li>• I can take part in a relay activity, remembering when to run and what to do.</li> <li>• I can throw a variety of objects, changing my action for accuracy and distance.</li> <li>• I can record my distances, numbers and times.</li> <li>• I understand why it is important to warm up.</li> <li>• I can identify when I was successful.</li> </ul>
Y4	Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and record scores.	Pacing, sprinting, jumping for distance, jumping for height, throw, heave, launch for distance	<ul style="list-style-type: none"> <li>• I can demonstrate the difference between sprinting and running over varying distances.</li> <li>• I can demonstrate different throwing techniques.</li> <li>• I can jump for distance and height with control and balance.</li> <li>• I can throw with some accuracy and power into a target area.</li> <li>• I can explain what happens in my body when I warm up.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> <li>I can demonstrate different throwing techniques.</li> <li>• I can jump for distance and height with control and balance.</li> <li>• I can throw with some accuracy and power into a target area.</li> <li>• I can explain what happens in my body when I warm up.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> </ul>
Y5	Pupils develop their technical understanding of athletic activity. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. In this unit pupils are able to experience running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and coach.	Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance	<ul style="list-style-type: none"> <li>• I can choose the best pace for a running event.</li> <li>• I can perform a range of jumps showing some technique.</li> <li>• I can show control at take-off in jumping activities.</li> <li>• I can show accuracy and good technique when throwing for distance.</li> <li>• I can understand how stamina and power help people to perform well in different athletic activities.</li> <li>• I can identify good athletic performance and explain why it is good.</li> <li>• I can lead a partner through short warm-up routines.</li> </ul>
Y6	Pupils focus on developing their technical understanding of athletic activity. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. In this unit pupils are able to experience long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and coach.	Pacing, sprinting, jumping for distance, jumping for height, push throwing for distance, fling throwing for distance	<ul style="list-style-type: none"> <li>• I can select and apply the best pace for a running event.</li> <li>• I can exchange a baton with success. I can perform jumps for height and distance using good technique.</li> <li>• I can show accuracy and good technique when throwing for distance.</li> <li>• I can lead a small group through a short warm-up routine.</li> <li>• I can identify my own and others' strengths and areas for development and can suggest ways to improve.</li> </ul>

Invasion	Overview	Key Skills	Assessment
Y1	Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules.	Throwing, catching, dribbling, dodging, attacking defending, sending, receiving	<ul style="list-style-type: none"> <li>• I am beginning to dribble a ball with my hands and feet.</li> <li>• I know who is on my team.</li> <li>• I can send and receive a ball.</li> <li>• I can stay with another player when defending.</li> <li>• I can dodge.</li> <li>• I can help my team to score.</li> <li>• I can find space.</li> <li>• I can recognise changes in my body when I do exercise.</li> <li>• I know how to score points.</li> </ul>
Y2	Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules.	Throwing, catching, dribbling, dodging, attacking defending, sending, receiving	<ul style="list-style-type: none"> <li>• I can sometimes dribble a ball with my hands and feet.</li> <li>• I know who is on my team and I can attempt to send the ball to them.</li> <li>• I can move with a ball towards goal.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I can dodge and find space away from the other team.</li> <li>• I can stay with another player to try and prevent them from getting the ball.</li> <li>• I know how to score points and can remember the score.</li> </ul>
Y3	Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and even sided games. They will learn how to dodge a defender and how to defend an opponent. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. They will learn how to evaluate their own and others' performances and suggest improvements.	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging	<ul style="list-style-type: none"> <li>• I can dribble, pass, receive and shoot the ball with some control.</li> <li>• I am learning the rules of the game and I am beginning to use them.</li> <li>• I can move with a ball towards goal with increasing control.</li> <li>• I understand my role as an attacker and as a defender.</li> <li>• I can move into space to help my team.</li> <li>• I can defend an opponent and try to win the ball.</li> <li>• I understand why it is important to warm up.</li> <li>• I can identify when I was successful.</li> </ul>
Y4	Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and even sided games. They will learn how to dodge a defender and how to defend an opponent. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. They will learn how to evaluate their own and others' performances and suggest improvements.	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging	<ul style="list-style-type: none"> <li>• I can dribble, pass, receive and shoot the ball with increasing control.</li> <li>• I understand the rules of the game and I can use them most of the time.</li> <li>• I can help my team keep possession and score goals when I play in attack.</li> <li>• I can delay and help prevent the other team from scoring when I play in defence.</li> <li>• I can use simple tactics to help my team score or gain possession.</li> <li>• I can explain what happens in my body when I warm up.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> </ul>
Y5	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track, intercept, block and slow down an opponent, working as a defensive unit. They will play uneven and even sided games. Pupils will evaluate their own and other's performances, suggesting improvements.	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging, goal-keeping	<ul style="list-style-type: none"> <li>• I can dribble, pass, receive and shoot the ball with some control under pressure.</li> <li>• I understand the rules of the game and I can use them often.</li> <li>• I understand there are different skills for different situations and I am beginning to use this.</li> <li>• I can move into space to help my team.</li> <li>• I know what position I am playing in and how to contribute when attacking and defending.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I can lead a partner through short warm-up routines.</li> </ul>
Y6	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track, intercept, block and slow down an opponent, working as a defensive unit. They will play uneven and even sided games. Pupils will evaluate their own and other's performances, suggesting improvements.	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging, goal-keeping	<ul style="list-style-type: none"> <li>• I can dribble, pass, receive and shoot the ball with increasing control under pressure.</li> <li>• I can select the appropriate action for the situation.</li> <li>• I can use the rules of the game consistently.</li> <li>• I can create and use a variety of tactics to help my team.</li> <li>• I can create and use space to help my team.</li> <li>• I can select and apply different movement skills to lose a defender.</li> <li>• I can lead a small group through a short warm-up routine.</li> <li>• I can identify my own and others' strengths and areas for development and can suggest ways to improve.</li> <li>• I can use marking, tackling and/or interception to improve my defence.</li> </ul>



Net and Wall	Overview	Key Skills	Assessment
Y1	Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills. They will learn to play against an opponent and over a net.	Throwing, catching, racket skills, ready position, hitting a ball	<ul style="list-style-type: none"> <li>• I can throw and push a ball in a variety of ways.</li> <li>• I can sometimes catch a beanbag and a medium-sized ball.</li> <li>• I can track balls and other equipment sent to me.</li> <li>• I can throw and hit a ball in a variety of ways.</li> <li>• I can recognise changes in my body when I do exercise.</li> <li>• I know how to score points.</li> </ul>
Y2	Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills. They will learn to play against an opponent and over a net.	Throwing, catching, racket skills, ready position, hitting a ball	<ul style="list-style-type: none"> <li>• I can show awareness of opponents when playing games.</li> <li>• I can roll and hit a ball.</li> <li>• I can apply these skills in a variety of simple games.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I can work with a partner to improve my skill.</li> <li>• I know how to score points and can remember the score.</li> </ul>
Y3	Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes in tennis. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to evaluate and improve on their own and others performances.	Underarm throwing, catching, ready position, forehand, backhand, rallying, dodging, blocking	<ul style="list-style-type: none"> <li>• I can return a ball to a partner.</li> <li>• I can use basic racket skills.</li> <li>• I understand the aim of the game.</li> <li>• I am learning the rules of the game and I am beginning to use them.</li> <li>• I understand why it is important to warm up.</li> <li>• I can throw with some accuracy and catch with some consistency.</li> <li>• I can identify when I was successful.</li> </ul>
Y4	Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes in tennis. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to evaluate and improve on their own and others performances.	Underarm throwing, catching, ready position, forehand, backhand, rallying, dodging, blocking	<ul style="list-style-type: none"> <li>• I can sometimes play a continuous game.</li> <li>• I can use a range of basic racket skills.</li> <li>• I can return to the ready position to defend my own court.</li> <li>• I understand the rules of the game and I can use them often.</li> <li>• I can explain what happens in my body when I warm up.</li> <li>• I can throw with some accuracy at a target.</li> <li>• I can catch with increasing control.</li> <li>• I can use simple tactics.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> </ul>
Y5	Pupils develop their racket skills as well as skills they need to play continuous rallies. They learn specific skills such as a forehand, backhand, volley and underarm serve in tennis, the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent in volleyball. Pupils develop their tactical awareness, learning how to outwit an opponent. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, volley, set, dig, throwing, catching, dodging, blocking	<ul style="list-style-type: none"> <li>• I am developing a wider range of skills and I am beginning to use these under some pressure.</li> <li>• I can use the skills I prefer with increasing consistency.</li> <li>• I understand the need for tactics and can sometimes apply them.</li> <li>• I can play cooperatively with a partner.</li> <li>• I understand the rules of the game and I can use them to play fairly.</li> <li>• I can throw accurately at a target.</li> <li>• I understand there are different skills for different situations and I am beginning to use this.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I can lead a partner through short warm-up routines.</li> </ul>
Y6	Pupils develop their racket skills as well as skills they need to play continuous rallies. They learn specific skills such as a forehand, backhand, volley and underarm serve in tennis, the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent in volleyball. Pupils develop their tactical awareness, learning how to outwit an opponent. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, volley, set, dig, throwing, catching, dodging, blocking	<ul style="list-style-type: none"> <li>• I can use a wider range of skills in game situations.</li> <li>• I can play cooperatively with a partner.</li> <li>• I can select the appropriate action for the situation.</li> <li>• I can use the rules of the game consistently.</li> <li>• I can create and sometimes use a variety of tactics.</li> <li>• I can lead a small group through a short warm-up routine.</li> <li>• I can identify my own and others' strengths and areas for development and can suggest ways to improve.</li> </ul>

Striking and Fielding	Overview	Key Skills	Assessment
Y1	Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills used in these games such as throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points in these types of games and how to play to the rules.	Throwing, catching, retrieving a ball, bowling, batting, fielding, stopping a ball	<ul style="list-style-type: none"> <li>• I can roll a ball towards a target.</li> <li>• I can stop a medium-sized ball with some consistency.</li> <li>• I can sometimes catch a beanbag and a medium-sized ball.</li> <li>• I can track a ball.</li> <li>• I know how to score points.</li> <li>• I can push a ball using my hand and an object.</li> <li>• I can recognise changes in my body when I do exercise.</li> </ul>
Y2	Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills used in these games such as throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points in these types of games and how to play to the rules.	Throwing, catching, retrieving a ball, bowling, batting, fielding, stopping a ball	<ul style="list-style-type: none"> <li>• I can roll a ball to hit a target.</li> <li>• I am developing underarm and overarm throwing skills.</li> <li>• I can sometimes hit a ball using a racket.</li> <li>• I know how to score points and can remember the score.</li> <li>• I can track a ball and stop it.</li> <li>• I can apply these skills in a variety of simple games.</li> <li>• I can use some simple tactics.</li> <li>• I can describe how my body feels during exercise.</li> </ul>
Y3	Pupils learn how to strike the ball into space so that they can score points. When fielding, they learn how to keep the batters' scores low and how to play in different fielding roles. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. They will learn how to evaluate their own and others' performances and suggest improvements.	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, batting, tracking a ball, retrieving a ball	<ul style="list-style-type: none"> <li>• I can use overarm and underarm throwing, and catching skills.</li> <li>• I am beginning to strike a bowled ball.</li> <li>• I am able to bowl a ball towards a target.</li> <li>• I am developing an understanding of tactics and I am beginning to use them in game situations.</li> <li>• I understand the aim of the game.</li> <li>• I am learning the rules of the game and I am beginning to use them.</li> <li>• I understand why it is important to warm up.</li> <li>• I can identify when I was successful.</li> </ul>
Y4	Pupils learn how to strike the ball into space so that they can score points. When fielding, they learn how to keep the batters' scores low and how to play in different fielding roles. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. They will learn how to evaluate their own and others' performances and suggest improvements.	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, batting, tracking a ball, retrieving a ball	<ul style="list-style-type: none"> <li>• I can use overarm and underarm throwing, and catching skills with increasing accuracy.</li> <li>• I can sometimes strike a bowled ball.</li> <li>• I am able to bowl a ball with some accuracy, and consistency.</li> <li>• I can choose and use simple tactics for different situations.</li> <li>• I understand the rules of the game and I can use them often.</li> <li>• I can explain what happens in my body when I warm up.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> </ul>
Y5	Pupils develop the range and quality of striking and fielding skills and their understanding of the games. They learn how to play the different roles of bowler, wicket keeper/backstop, fielder and batter. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition.	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, long and short barrier, batting, tracking a ball, retrieving a ball	<ul style="list-style-type: none"> <li>• I can sometimes strike a bowled ball.</li> <li>• I am developing a wider range of skills and I am beginning to use these under some pressure.</li> <li>• I can use the skills I prefer with increasing consistency.</li> <li>• I understand the need for tactics and have begun to choose and use some tactics effectively.</li> <li>• I understand the rules of the game and I can use them to play fairly.</li> <li>• I understand there are different skills for different situations and I am beginning to use this.</li> <li>• I recognise my own and others' strengths and areas for development and can suggest ways to improve.</li> <li>• I can lead a partner through short warm-up routines.</li> </ul>
Y6	Pupils develop the range and quality of striking and fielding skills and their understanding of the games. They learn how to play the different roles of bowler, wicket keeper/backstop, fielder and batter. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition.	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, long and short barrier, batting, tracking a ball, retrieving a ball	<ul style="list-style-type: none"> <li>• I can strike a bowled ball with increasing consistency.</li> <li>• I understand and can use some tactics in the game as a batter, bowler and fielder.</li> <li>• I can use a wider range of skills in game situations.</li> <li>• I can select the appropriate action for the situation.</li> <li>• I can use the rules of the game consistently.</li> <li>• I can lead a small group through a short warm-up routine.</li> <li>• I can identify my own and others' strengths and areas for development and can suggest ways to improve.</li> </ul>

Team Building /OAA	Overview	Key Skills	Assessment
Y1	Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas.	Listening, taking turns, planning, leading, communication	<ul style="list-style-type: none"> <li>• I can follow instructions.</li> <li>• I can listen to others.</li> <li>• I can work co-operatively with a partner.</li> <li>• I can communicate simple instructions.</li> <li>• I can suggest ideas to solve tasks.</li> <li>• I can show fair play.</li> </ul>
Y2	Pupils develop their communication, team building and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies.	Listening, teamwork, planning, leading, communication, trust	<ul style="list-style-type: none"> <li>• I can follow instructions.</li> <li>• I can work with a partner and am beginning to work in a small group.</li> <li>• I can share my ideas and help to solve tasks.</li> <li>• I can listen to others.</li> <li>• I can reflect on when I was successful at solving challenges.</li> </ul>
Y3	Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. Pupils learn to orientate a map, identify key symbols and follow routes.	Listening, teamwork, planning, leading, communication, trust, map reading, orientation	<ul style="list-style-type: none"> <li>• I can follow and give instructions.</li> <li>• I can communicate ideas and listen to others.</li> <li>• I can work with a partner and a small group.</li> <li>• I can plan and attempt to apply strategies to solve problems.</li> <li>• I can reflect on when and why I was successful at solving challenges.</li> <li>• I am developing map reading skills.</li> </ul>
Y4	Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. Pupils learn to orientate a map, identify key symbols and follow routes.	Listening, teamwork, planning, leading, communication, trust, map reading, orientation	<ul style="list-style-type: none"> <li>• I can accurately follow and give instructions.</li> <li>• I can reflect on when and why I was successful at solving challenges.</li> <li>• I can work effectively with a partner and a small group.</li> <li>• I can identify key symbols on a map and use a key to help navigate around a grid.</li> <li>• I can plan and apply strategies to solve problems.</li> </ul>
Y5	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, in pairs and groups to solve problems. They are encouraged to share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.	Listening, teamwork, planning, leading, communication, trust, map reading, orientation	<ul style="list-style-type: none"> <li>• I can reflect on when and how I was successful at solving challenges, and alter my methods in order to improve.</li> <li>• I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</li> <li>• I can use critical thinking to approach a task.</li> <li>• I can orientate and map.</li> <li>• I can navigate around a course using a map.</li> </ul>
Y6	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, in pairs and groups to solve problems. They are encouraged to share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.	Listening, teamwork, planning, leading, communication, trust, map reading, orientation	<ul style="list-style-type: none"> <li>• I can work effectively with a partner and a group.</li> <li>• I can use critical thinking to form ideas.</li> <li>• I can pool ideas within a group, selecting and applying the best method to solve a problem.</li> <li>• I can reflect on when and how I successful at solving challenges, and alter my methods in order to improve.</li> <li>• I can orientate and map efficiently to navigate around a course.</li> </ul>



Yoga	Overview	Key Skills	Assessment
Y1	Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.	Breathing, meditation, relaxation, balance, flexibility, strength	<ul style="list-style-type: none"> <li>• I can remember and repeat actions.</li> <li>• I can make clear contrasting shapes with my body.</li> <li>• I can show an awareness of space when travelling.</li> <li>• I can link simple poses together.</li> <li>• I can recognise changes in my body when I do exercise.</li> <li>• I am aware of my breath and can feel it move in my body.</li> </ul>
Y2	Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.	Breathing, meditation, relaxation, flexibility, strength	<ul style="list-style-type: none"> <li>• I can copy, remember and repeat yoga flows.</li> <li>• I can create and repeat simple flow sequences with control.</li> <li>• I can use clear shapes when performing poses.</li> <li>• I can move in time with my breath.</li> <li>• I can describe how my body feels during exercise.</li> </ul>
Y3	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.	Breathing, meditation, relaxation, flexibility, strength balance, co-ordination	<ul style="list-style-type: none"> <li>• I can move with control.</li> <li>• I show balance when in my yoga poses.</li> <li>• I can link yoga poses together.</li> <li>• I show strength when holding my yoga poses.</li> </ul>
Y4	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.	Breathing, meditation, relaxation, flexibility, strength balance, co-ordination	<ul style="list-style-type: none"> <li>• I show control when moving into yoga poses.</li> <li>• I demonstrate yoga poses with good balance.</li> <li>• I can smoothly link yoga poses together.</li> <li>• I can work collaboratively with others.</li> </ul>
Y5	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.	Breathing, meditation, relaxation, flexibility, strength balance, co-ordination	<ul style="list-style-type: none"> <li>• I can move with control from one pose to another.</li> <li>• I can use yoga poses and my breath to improve my flexibility.</li> <li>• I show balance whilst in yoga poses.</li> <li>• I show control and co-ordination in my sequence.</li> </ul>
Y6	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.	Breathing, meditation, relaxation, flexibility, strength balance, co-ordination	<ul style="list-style-type: none"> <li>• I can use yoga poses to improve my flexibility.</li> <li>• I can link poses with control to move from one pose to another.</li> <li>• I can balance whilst transitioning into yoga poses.</li> <li>• I can hold a yoga pose with strength and control.</li> </ul>

Fitness	Overview	Key Skills	Assessment
Y1	Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina.	Agility, balance, co-ordination, speed, stamina, skipping	<ul style="list-style-type: none"> <li>• I understand why it is important to warm up.</li> <li>• I can run at different speeds.</li> <li>• I can show hopping, skipping and movements.</li> <li>• I can experiment with different types of jumps and landing.</li> <li>• I can recognise changes in my body when I do exercise.</li> <li>• I can change direction.</li> </ul>
Y2	Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina.	Agility, balance, co-ordination, speed, stamina, skipping	<ul style="list-style-type: none"> <li>• I understand that there are different areas of fitness.</li> <li>• I show balance and co-ordination when running at different speeds.</li> <li>• I can show hopping, skipping and jumping movements with some balance and control.</li> <li>• I show balance and co-ordination when running at different speeds.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I can show balance when changing direction.</li> </ul>
Y3	Pupils will take part in a range of fitness testing where they monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, co ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels.	Strength, speed, power, agility, co-ordination, balance, stamina	<ul style="list-style-type: none"> <li>• I can understand why it is important to warm up.</li> <li>• I can collect and record personal fitness scores.</li> <li>• I understand that there are different areas of fitness.</li> <li>• I can work to my maximum level.</li> </ul>
Y4	Pupils will take part in a range of fitness testing where they monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, co ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels.	Strength, speed, power, agility, co-ordination, balance, stamina	<ul style="list-style-type: none"> <li>• I can explain what happens in my body when I warm up.</li> <li>• I can collect and record personal fitness scores and I can recognise my strengths.</li> <li>• I understand there are different areas of fitness and each area challenges my body differently.</li> <li>• I can work to my maximum level.</li> </ul>
Y5	Pupils will take part in a range of fitness testing where they monitor and record their data. They will learn different components of fitness including speed, stamina, strength, co ordination, balance and agility. Pupils will be given opportunities to improve on their own fitness levels, trying to work at their maximum levels to improve.	Strength, speed, power, agility, co-ordination, balance, stamina	<ul style="list-style-type: none"> <li>• I can lead a partner through short warm-up routines.</li> <li>• I can identify areas of strength and areas for development in my fitness.</li> <li>• I understand the different components of fitness and how to test them.</li> <li>• I can work to my maximum level.</li> </ul>
Y6	Pupils will take part in a range of fitness testing where they monitor and record their data. They will learn different components of fitness including speed, stamina, strength, co ordination, balance and agility. Pupils will be given opportunities to improve on their own fitness levels, trying to work at their maximum levels to improve.	Strength, speed, power, agility, co-ordination, balance, stamina	<ul style="list-style-type: none"> <li>• I can lead a small group through a short warm-up routine.</li> <li>• I can use data to identify areas of strength and areas for development and suggest ways to make improvements.</li> <li>• I understand the different components of fitness and ways to test and develop them.</li> <li>• I can work to my maximum level.</li> </ul>

### Swimming

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