

PHYSICAL EDUCATION	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	KS1 Skills		Lower KS2 Skills		Upper KS2 Skills	
Dance	<p>Copy and explore basic movements and body patterns</p> <p>Remember simple movements and dance steps</p> <p>Link movements to sounds and music.</p> <p>Respond to range of stimuli.</p>	<p>Copy and explore basic movements with clear control.</p> <p>Vary levels and speed in sequence</p> <p>Vary the size of body shapes</p> <p>Add change of direction to a sequence</p> <p>Use space well and negotiate space precisely</p> <p>Describe a short dance using appropriate vocabulary</p> <p>Respond imaginatively to stimuli</p>	<p>Begin to improvise independently to create a simple dance</p> <p>Begin to improvise with a partner to create a simple dance</p> <p>Translate ideas from stimuli into movement with support</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvise with a partner or alone</p> <p>Begin to create longer dance sequences in a larger group</p> <p>Demonstrate precision and some control in response to stimuli</p> <p>Begin to vary dynamics and develop actions and motifs</p> <p>Demonstrate rhythm and spatial awareness</p> <p>Modify parts of a sequence as a result of self-evaluation</p> <p>Use simple dance vocabulary to compare and improve work</p>	<p>Begin to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrate strong movements throughout a dance sequence</p> <p>Combine flexibility, techniques and movements to create a fluent sequence</p> <p>Move appropriately and with the required style in relation to the stimulus</p> <p>Begin to show a change of pace and timing in movements</p> <p>Use space provided to its maximum potential</p> <p>Improvise with confidence, still demonstrating fluency across their sequence</p> <p>Modify parts of a sequence as a result of self and peer evaluation</p> <p>Use more complex dance vocabulary to compare and improve work</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Perform with confidence, using a range of movement patterns</p> <p>Demonstrate a strong imagination when creating own dance sequences and motifs</p> <p>Demonstrate strong movements throughout a dance sequence</p> <p>Combine flexibility, techniques and movements to create a fluent sequence</p> <p>Move appropriately and with the required style in relation to the stimulus</p> <p>Begin to show a change of pace and timing in movements</p> <p>Move to the beat accurately in dance sequences</p> <p>Improvise with confidence, still demonstrating fluency across their sequence</p> <p>Dance with fluency, linking all movements and ensuring they flow</p> <p>Demonstrate consistent precision when performing dance sequences</p> <p>Modify parts of a sequence as a result of self and peer evaluation</p> <p>Use more complex dance vocabulary to compare and improve work</p>

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Gym	<p>Copy and explores basic movements with some control and coordination</p> <p>Perform different body shapes</p> <p>Perform at different levels</p> <p>Perform 2 footed jump</p> <p>Balance with some control</p> <p>Link 2-3 simple movements</p> <p>Use, organise, store equipment safely</p>	<p>Explore and create different pathways and patterns</p> <p>Use equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p> <p>Use, organise, store equipment safely</p>	<p>Apply compositional ideas independently and with others to create a sequence</p> <p>Copy, explore and remember a variety of movements and use these to create own sequence</p> <p>Describe own work using simple gym vocabulary</p> <p>Begin to notice similarities and differences between sequences</p> <p>Use turns whilst travelling in a variety of ways</p> <p>Begin to show flexibility in movements</p> <p>Begin to develop good technique when travelling, balancing, using equipment</p> <p>Use, organise, store equipment safely</p>	<p>Link skills with control, technique, co-ordination and fluency</p> <p>Understand composition by performing more complex sequences</p> <p>Begin to use gym vocabulary to describe how to improve and refine performances</p> <p>Develop strength, technique and flexibility throughout performances</p> <p>Create sequences using various body shapes and equipment</p> <p>Combine equipment with movement to create sequences</p>	<p>Select and combine skills, techniques and ideas</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances</p> <p>Develop strength, technique and flexibility throughout performances</p> <p>Link skills with control, technique, co-ordination and fluency</p> <p>Understand composition by performing more complex sequences</p> <p>Use, organise, store equipment safely</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions</p> <p>Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction</p> <p>Adapt sequences to include a partner or a small group</p> <p>Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work</p> <p>Use more complex gym vocabulary to describe how to improve and refine performances</p> <p>Develops strength, technique and flexibility throughout performances</p> <p>Use, organise, store equipment safely</p>

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	KS1 Skills		Lower KS2 Skills		Upper KS2 Skills	
Games	Travel in a variety of ways including running and jumping.	Send the ball to others in a range of ways with confidence	Understand tactics and composition by starting to vary response	Use running, jumping, throwing and catching in isolation and combination	Use running, jumping, throwing and catching in isolation and combination	Use running, jumping, throwing and catching in isolation and in combination
	Begin to perform a range of throws	Begin to apply and combine a variety of skills (to a game situation)	Vary skills, actions and ideas and link these in ways that suit the games activity	Vary skills, actions and ideas and link these in ways that suit the games activity	Vary skills, actions and ideas and link these in ways that suit the games activity	Vary skills, actions and ideas and link these in ways that suit the games activity
	Receive a ball with basic control	Develop strong spatial awareness	Begin to communicate with others during game situations	Show confidence in using ball skills in various ways, and link these together	Show confidence in using ball skills in various ways, and can link these together	Show confidence in using ball skills in various ways, and link these together effectively
	Begin to develop hand-eye coordination	Begin to develop own games with peers	Use skills with co-ordination and control	Use skills with co-ordination, control and fluency	Use skills with co-ordination, control and fluency	Keep possession of ball during games situations
	Participate in simple games	Understand the importance of rules in games	Develop own rules for new games	Take part in competitive games with a strong understanding of tactics and composition	Take part in competitive games with a strong understanding of tactics and composition	Consistently use skills with co-ordination, control and fluency
		Develop simple tactics and use them appropriately	Make imaginative pathways using equipment	Create own games using knowledge and skills	Take part in competitive games with a strong understanding of tactics and composition	Take part in competitive games with a strong understanding of tactics and composition
		Begin to develop an understanding of attacking & defending	Work well in a group to develop various games	Work well in a group to develop various games	Create own games using knowledge and skills	Modify competitive games
			Begin to understand how to compete with each other in a controlled manner	Compare and comment on skills to support creation of new games	Make suggestions as to what resources can be used to differentiate a game	Compare and comment on skills to support creation of new games
			Begin to select resources independently to carry out different skills	Make suggestions as to what resources can be used to differentiate a game	Apply basic skills for attacking & defending	Make suggestions as to what resources can be used to differentiate a game
				Apply basic skills for attacking & defending		Apply knowledge of skills for attacking and defending

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Athletics	<p>Run at different speeds for different lengths of time</p> <p>Jump from a standing position</p> <p>Perform a variety of throws with basic control</p> <p>Use equipment safely</p>	<p>Change speed and direction whilst running</p> <p>Jump from a standing position with accuracy</p> <p>Perform a variety of throws with control and co-ordination</p> <p>Use equipment safely</p>	<p>Begin to run at speeds appropriate for the distance</p> <p>Perform a running jump with some accuracy</p> <p>Perform a variety of throws using a selection of equipment.</p> <p>Use equipment safely and with good control</p>	<p>Begin to build a variety of running techniques and use with confidence</p> <p>Perform a running jump with more than one component</p> <p>Demonstrate accuracy in throwing and catching activities</p> <p>Describe good athletic performance using correct vocabulary</p> <p>Use equipment safely and with good control</p>	<p>Begin to build a variety of running techniques and use with confidence</p> <p>Perform a running jump with more than one component</p> <p>Begin to record peers' performances, and evaluate these</p> <p>Demonstrate accuracy and confidence in throwing and catching activities</p> <p>Describe good athletic performance using correct vocabulary</p> <p>Use equipment safely and with good control.</p>	<p>Begin to build a variety of running techniques and use with confidence</p> <p>Perform a running jump with more than one component</p> <p>Record peers' performances, and evaluate these</p> <p>Demonstrate accuracy and confidence in throwing and catching activities</p> <p>Describe good athletic performance using correct vocabulary</p> <p>Use equipment safely and with good control</p>
Outdoor Adventurous Activities	-	-	<p>Develop listening skills</p> <p>Listen to instructions from a partner / adult</p> <p>Create simple body shapes</p> <p>Begin to think activities through and problem solve</p> <p>Discuss and work with others in a group</p> <p>Demonstrate an understanding of how to stay safe</p>	<p>Develop strong listening skills</p> <p>Use simple maps</p> <p>Begin to think activities through and problem solve</p> <p>Choose and apply strategies to solve problems with support</p> <p>Discuss and work with others in a group</p> <p>Demonstrate an understanding of how to stay safe</p>	<p>Develop strong listening skills</p> <p>Use and interpret simple maps</p> <p>Think activities through and problem solve using general knowledge</p> <p>Choose and apply strategies to solve problems with support</p> <p>Discuss and work with others in a group</p> <p>Demonstrate an understanding of how to stay safe</p>	<p>Continue to use strong listening skills</p> <p>Use and interpret maps</p> <p>Think activities through and problem solve using general knowledge</p> <p>Choose and apply strategies to solve problems, sometimes with support</p> <p>Discuss and work with others in a group</p> <p>Demonstrates an understanding of how to stay safe</p>

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Swimming					Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively Perform safe self-rescue in different water-based situations	
Evaluation	<p>Comment on own and others performance</p> <p>Give comments on how to improve performance</p> <p>Use appropriate vocabulary when giving feedback</p>		<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>		<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	
Healthy Lifestyles	<p>Describe the effect exercise has on the body</p> <p>Explain the importance of exercise and a healthy lifestyle</p>		<p>Describe the effect exercise has on the body</p> <p>Explain the importance of exercise and a healthy lifestyle</p> <p>Understand the need to warm up and cool down</p>		<p>Describe the effect exercise has on the body</p> <p>Explain the importance of exercise and a healthy lifestyle</p> <p>Understand the need to warm up and cool down</p>	