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| **PE Curriculum Map** | | | | | | | |
| **Physical Education**  Knowledge (I Know How) and Skills Progression Map.  Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional) | | | | | | | |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| ABC  (Agility, Balance, Co-ordination) | Revise and refine the fundamental movement skills they have already acquired:  • rolling  • crawling  • walking  • jumping  • running  • hopping  • skipping  • climbing  Progress towards a more fluent style of moving, with developing control and grace.  Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, co-ordination and agility. | Limbs are in coordination with each other when moving.  Able to move freely with others without showing hesitation.  Show coordination and balance within small and big movements.  Show coordination, control and balance when travelling through equipment.  Show determination over long periods of time.  Apply agility, balance, and coordination, individually and with others. | Children can push off with their back foot and use high knee drives when accelerating.  Can show a sharp change of direction with one step whilst maintaining control of equipment (balls).  Use the balls of their feet when performing small and large foot patterns/movements.  Begin to make good choices when to accelerate and when to change direction when competing against others.  (running, hopping, jumping and skipping).  Children can competently demonstrate these with control and consistency  Children use the balls of their feet, high knees and a good arm motion when travelling through ladders and over hurdles.  Children can make quick decisions without hesitation when competing against others.  Children can identify and explain good examples of neat footwork and when good decisions are being made.  Show determination and begin to show resilience when competing against self and others. | Demonstrate quick changes of direction whilst maintaining coordination and balance.  Demonstrate changes of direction whilst maintaining control of equipment (balls).  Maintaining control when completing small and large foot patterns/movements  Apply effective changes of directions of speed when competing against others.  Master fundamental movements (running, hopping, jumping and skipping).  Show control when travelling through equipment.  Apply effective decision making when competing against others.  Select and apply correct running techniques when travelling.  Know, apply and understand key skills of a good performance.  Show determination and begin to show resilience when competing against self and others. | Confidently move through traffic without hesitation, showing sharp changes of direction good decision making and executing a variety of skills.  Negotiate space within a game to make quick decisions.  Know and explain when to speed up and when to slow down when faced with a variety of equipment.  Recognise when to use effective changes of speed and direction when competing in a game.  Demonstrate good technique when performing a variety of foot patterns and movements.  Work with others to identify technique and demonstrate how to improve performance.  Apply a variety of skills and strategies when attacking and defending.  Link hopping jumping and running together when travelling through a variety of equipment.  Compare own performances with previous ones and identify areas for improvement.  Demonstrate resilience when participating in activities. | Travel at speed, predict others movements and move through traffic with confidence .  Can take up suitable positions within a game to have a positive impact on teams performance.  Capitalises on defenders mistakes and takes risks when exploiting them.  Recognise when to use effective changes of speed when competing in a game.  Demonstrate control, coordination, agility and balance when travelling through equipment.  Make quick decisions when defending and move as a single unit, when working in teams.  Compare own performances with previous ones and identify areas for improvement.  Demonstrate resilience when participating in activities.  Perform dummy steps, sharp changes of direction, and other skills to move past defenders, find space and contribute to teams success.  Combine SAQ skills when travelling through a range of equipment and demonstrate good body control.  Identify and evaluate others performances when travelling through SAQ equipment.  Demonstrate fast reactions, control and balance when travelling past others. | Master more complex foot patterns when moving through equipment or in a game scenario.  Create space for others, through good movement and decision making.  Explain and apply how to exploit spaces and opportunities presented by an opposition.  Can control different equipment whilst maintain good awareness when moving through traffic..  Recognise when to use effective changes of speed when competing in a game.  Demonstrate control, coordination, agility, balance and good body posture when travelling through equipment.  Apply a variety of techniques suitable for attacking and defending.  Compare own performances with previous ones and identify areas for improvement.  Apply a range of skills that could offset defenders.  Adapt movements in response to other children's actions, movements/locations.  Identify and evaluate others/own performances when travelling through SAQ equipment.  Demonstrate fast reactions, control and balance and good body posture when travelling past others. |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| SAQ  (Speed, Agility, Quickness) | Revise and refine the fundamental movement skills they have already acquired:  • rolling  • crawling  • walking  • jumping  • running  • hopping  • skipping  • climbing  Progress towards a more fluent style of moving, with developing control and grace.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions. | Show body control when travelling.  Travel with awareness of others.  Show coordination and balance within small and big movements.  Show coordination, control and balance when travelling through equipment.  Apply agility, balance and coordination, individually and with others.  Show perseverance when exploring new skills. | Show body control when travelling.  Travel with awareness of others.    Recognise when to speed up and when to slow down when using equipment.    Show coordination and balance within small and big movements.    Show coordination control and balance when travelling through equipment.  Master basic movements, including running and jumping.    Travel with control when travelling through equipment.  Know, apply and understand key skills of a good performance. | Show body control when travelling.  Travel through tight areas avoiding contact from others when travelling at different speeds.  Recognise when to speed up and when to slow down while using equipment.  Travel through equipment demonstrating good arm and knee motion in combination.  Demonstrate good balance by travelling with a straight back and head up, whilst using equipment.  Race against others maintaining good technique when travelling through equipment.  Develop complex movements, including running and jumping, dummy step, side- step.  Persevere when finding a challenge difficult.  Make quicker decisions when deciding which skill to use in a variety of situations. | Change speed and direction showing body control and balance.  Travel with awareness of others.  Recognise when to speed up and when to slow down when using equipment.    Show coordination and balance within small and big movements.  Apply agility, balance, and coordination, individually and with others.  Demonstrate how to speed up, slow down, change direction and stop, with control and balance.  Understanding what their best looks like and how to achieve it.  Know and understand key skills of a good performance.  Show effective changes of speed and direction to travel past the defender.  Make good decisions in When competing in teams. | Recognise when to speed up and when to slow down when using equipment.  Travel through SAQ equipment whilst maintaining control of a ball.  Identify and explain key skills of a good performance, through watching others.  Show effective changes of speed and direction to travel past the defender.  Explain a variety of skills that could be transferred into mainstream sports.  Create new ways to travel through equipment whilst applying SAQ skills from previous lessons.  Understand what maximum effort looks like and show determination to achieve it.  Show confidence when completing new challenges or tasks. | Recognise when to speed up and when to slow down when using equipment.  Show coordination and balance within small and large movements when competing.  Show coordination, control and balance when travelling through equipment when competing.    Apply agility, balance and coordination, individually and with others.    Know, apply and explain key skills of a good performance.  Show effective changes of speed and direction to travel past the defender.  Explain a verity of skills that could be transferred into mainstream sports.  Create new ways to travel through equipment whilst applying SAQ skills from previous lessons.  Show perseverance to achieve personal bests.  Share ideas and work together to approach different tasks.  Compete within the rules showing fair play and honesty when playing independently. |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Gymnastics | Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Combine different movements with ease and fluency. | Can move without hesitation when going under, over, and through apparatus/equipment, whilst working with others.  Be able to control limbs, in coordination, whilst performing gymnastic skills.  Performed a variety of gymnastic skills:  Pencil roll, Star shape, Tuck, Straddle, Pike, Front and back support, Jumps  Able to link simple shapes to create a movement pattern.  Show resilience and determination when faced with a challenging task. .  Children can work in small groups with good cohesion. | Move confidently and safely around others and apparatus/equipment.  Apply balance agility and coordination whilst performing gymnastic skills.  Perform a variety of gymnastic skills:   * Pencil roll * Star shape * Tuck * Straddle * Pike * Front and back support * Jumps   Perform simple movement patterns.  Demonstrate a variety of rolls: pencil roll, tuck roll, teddy bear roll, rock and roll and forward roll.  Perform simple sequences as an individual and with a partner.  Develop competence to excel in a broad range of physical  Activities.  Know, apply and understand key skills of a good performance. | Change direction, perform gymnastic skills and movements when working with others around apparatus/equipment.  Apply balance, agility and coordination whilst performing gymnastic skills.  Compare performances with previous ones and demonstrate improvements to achieve personal best.  Link actions to create sequences of movements, including:   * Jump ¼ turn * Arch * Skipping * Jump ½ turn * Forward roll * Travel * Pencil roll * Dish * Front Support   Develop an understanding of how to improve and evaluate own performance/s.  Encourage and motivate others to achieve their personal best.  Know, apply and understand key skills of a good performance.  Explore apparatus, demonstrate control, balance, and coordination.  Explain and apply correct technique when performing a forward roll from a high start position. | Move confidently and safely around others and apparatus/equipment.  Apply balance agility and coordination whilst performing gymnastic skills.  Evaluate own and others performances and make suggestions for improvement.  Link actions to create sequences of movements, including:  Rolls  Cartwheels  Variety of jumps  Balances  Different heights  Ways of travelling  Show a good  understanding of how to improve and evaluate own performance/s.  Work with others to self-manage performances.  Make good decisions when exploring apparatus, demonstrate control, balance and coordination.  Perform a forward roll from a high start position and finishing in a high finish.  Combine movements, actions, and balances individually or collaboratively to create a routine. | Transition from skill to skill with good flow, control, and balance.  Identify areas for improvement within your own performance.  Observe/score other groups giving feedback, whilst explaining judges scoring systems for gymnastics.  Link complex actions and skills to create a sequence, including:   * Variety of rolls * Canon * Synchronized actions * Symmetry * Different start and finishing positions. * Counter balance/counter tension.   Work collaboratively with others to suggest ideas on how to improve a performance.  Include different apparatus into a sequence.  Demonstrate an understanding of how to improve and evaluate own performance/s.  Use strength and flexibility to improve the quality of actions.  Suggest to others, different ways to improve performances. | Transition from skill to skill with good flow and balance incorporating canon.  Develop more complex use of apparatus into a sequence.  Master a variety of gymnastics skills and include them in a routine, including:   * Rolls with different start and finish positions * Cartwheels * Handstands * Movements/transitions * Leaps, jumps and twists. * Canon, synchronised, and symmetry * Taking weight on hands and different body parts * Counter balance and counter tension in groups.   Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements.  Work collaboratively with others to improve a performance.  Reflect, suggest and demonstrate an understanding of how to improve and evaluate own/others performances.  Create, combine, and perform more complex balances and movements, with fluency and control.  Lead others and show consideration of including all with in a group. |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Dance | Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Combine different movements with ease and fluency. | Follow simple dance patterns.  Perform basic dance actions.  Apply control and fluency to actions.  Use expression when dancing.  Combine actions to make simple dance patterns.  Begin to perform with confidence and a freedom to take risks. | Follow simple dance patterns.  Perform basic dance actions.  Apply control and fluency to actions.  Use expression when dancing.  Combine actions to make simple dance patterns.  Master simple fundamental movements.  Create short sequences with a partner.    Develop competence to excel in a broad range of physical activities.    Know, apply, and understand key skills of a good performance. | Create appropriate actions/movements relating to a chosen song.  Create appropriate actions to represent characters within a dance.    Perform basic dance actions in timing to a song/rhythm/beat.  Perform small sequences with fluency.    Complete dance actions using counts of 4 and 8.  Begin to compare movements and motifs.  Use simple dance vocabulary to compare and improve work.  Show flexibility strength and balance.  Dance with confidence and a freedom to take risks. | Create appropriate actions/movements relating to a chosen song.  Create appropriate actions to represent characters within a dance.    Perform basic dance actions in timing to a song/rhythm/beat.  Perform small sequences with fluency.    Complete dance actions using counts of 4 and 8.  Begin to compare and adapt movements and motifs to create a larger sequence.  Use simple dance vocabulary to compare and improve work.  Use expression when dancing.  Create short sequences with a partner or a small group.  Know, apply and understand key skills of a good performance and make recommendations of how to make improvements.  Dance with confidence and a freedom to take risks. | Create a dance routine with a partner or a small group that has the following:   * Appropriate actions/movements relating to a chosen song. * Appropriate actions to represent characters within a dance.   Combine dance actions in timing of a song/rhythm/beat.  Include a variety of expressions to match movements, actions and the song selected.  Show creativity and share ideas when creating a routine in a group.  Show flexibility, strength, technique, control, and balance.  Dance with confidence and know when/how to take risks.  Show a change of pace and timing in their movements.  Develop an awareness of their use of space.  Show flexibility, strength, technique, control, and balance. | Create a dance routine with a partner or as a small group that includes:   * Gymnastic skills * Rhythmic moves * Floor timing * Flow * Timing * Imagination.   Combine dance actions to a series of different songs that include different tempos and beats.  Compose individual, partner and group dances that reflect the chosen dance style.  Show creativity through the use of dramatic expression, emotion and feelings, and a wide range of dance styles.  Perform with confidence, using a range of movements, styles, techniques and ideas in front of an audience.  Compose different dance styles adopting different dance styles from different era’s. |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Sending and Receiving | Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. | Choosing which technique to use, depending on distance.  Can explain how to throw different equipment, depending on the activity.  Use a variety of equipment to send and receive to a partner.  Begin to demonstrate and understand how to catch from different heights and with different equipment.  Know and understand how to use equipment safely and with control.  Compete in challenges with others and yourself whilst demonstrating good technique.  Encourage others to do their best when competing in a team. | Children know and can explain how to receive a variety of equipment from different sports sent from a variety of heights, distances, speeds and angles.  Children know and can explain how to send a variety of equipment from different sports sent from a variety of heights, distances, speeds and angles.  Know and understand how to use equipment safely and with control.  Children should be catching equipment with a high completion rate and consistently hitting targets when throwing.  Know, apply and understand key skills of a good performance.  Work effectively in small groups when competing as a team. | Use a variety of equipment to send and receive to a partner.  Master throwing and catching techniques.  Know, apply and understand key skills of a good performance.  Receive from a variety of heights, speeds, distances, and angles.  Maintain control when travelling with equipment.  Identify space when sending and receiving.  Begin to make good decisions to maintain possession.  Explain and apply receiving techniques.  Effective communication/signals to help maintain possession.  Select appropriate speed, weight and distance when passing. | Use a variety of equipment to send and receive to a partner witch consistency and over a variety of distances.  Can throw in a variety of styles, across different sports.  Catch with consistency over a period of time.  Know, apply and understand key skills of a good performance when maintaining possession.  Send and receive from a variety of heights, speeds, distances and angles.  Dribble with control and an ability to create chances to pass or shoot during a game.  Exploiting gaps in opposition defences to create opportunities to score.  Make good decisions to maintain possession through use of space.  Explain and apply a variety of receiving techniques.  Effective communication/signals to help maintain possession.  Start to recognise when to travel or when to pass. | Master a variety of sending and receiving techniques whilst travelling over different distances and different angles.  Know, apply and understand key skills of a good performance and make suggestions for improvement.  Maintain composure and use correct technique when passing and moving in small spaces.  Good use of space when sending and receiving, under pressure from defenders.  Take up good positions to support play and maintain possession and create opportunities to score.  Identify, explain, and apply a variety of receiving techniques.  Effective communication/signals to help maintain possession.  Can receive a variety of equipment, across different sports, using a good first touch and making a quick decision. | Master a variety of sending and receiving techniques through a range of in game situations and scenarios.  Can receive in a way that allows a quick one touch pass.  Open up body position to allow for better decision making.  Can control and turn all in within the same movement.  Know, apply and understand key skills when regaining possession and maintaining possession in a game situation.  Be adaptable when put under pressure.  Maintain control when dribbling with equipment, selecting the best time to pass, and selecting the best choice of pass to make.  Identify space when sending and receiving, allowing your team to create the best chances to score.  Identify, explain, apply and suggest improvements on different sending and receiving techniques in a variety of sports.  Effective communication/signals to help maintain possession. |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Athletics | Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Combine different movements with ease and fluency. | Develop awareness of speed and distance.  Run at different speeds and durations.  Awareness of distance when throwing objects.  Travel whilst combining different actions.  Begin to make good decisions when throwing.  Throw a range of equipment both underarm and overarm.  Master basic movements including running and jumping.  Develop balance, agility and coordination and begin to apply these in a range of activities.  Explore skills independently before asking others for help. | Understand running speeds depending on distance and equipment.  Arms and legs work together at the same time when throwing for force, distance, and accuracy.  Children understand when to pace themselves and when to sprint, depending on the distance.  Children are able to show a desire to win whilst maintaining sportsmanship against others in a variety of distances.  Children can combine, balance, agility and coordination to improve performance when competing against others.  Children are consistent when expressing themselves throughout a broad range of activities.  Develop competence to excel in a broad range of physical activities.  Can identify good technique when observing others and themselves. | Develop an awareness of time, speed and distance.  Select appropriate speed when travelling at a variety of distances.  Able to run with high knees, straight back and a good arm action.  Apply throwing techniques to improve performance.  Throw with coordination force, distance, control and accuracy.  Take off, jump and land demonstrating control and balance.  Compete against others in a  variety of events/games.  Compare own performances with previous ones.  Develop an understanding of how to improve and evaluate own performance.  Demonstrate resilience when participating in activities. | Develop an awareness of time, speed and distance.  Select appropriate speed when travelling at a variety of distances.  Use hip to lip, high knees, straight back and a still head when running.  Apply throwing techniques to improve performance.  Throw with coordination force, distance, control and accuracy.  Develop techniques for a variety of jumps including triple jump.  Compete against others in a variety of events/games.  Know, identify and apply running and jumping techniques, in combination, when attacking hurdles.  Watch and compare own/others performances with previous ones.  Develop an understanding of how to improve and evaluate own/others performance.  Demonstrate resilience when participating in activities.  Compete in a relay race and be able to describe and explain techniques for a good changeover. | Further develop running techniques for acceleration from a standing start, and over different distances.  Develop a suitable jumping technique for a vertical jump, including take off and flight.  Throw a variety of equipment overarm with a run up and a strong follow through.  Take off, jump and land demonstrating control and balance from standing and a running start.  Perform a triple jump with a variety of foot patterns.  Compete against others in a variety of events/games.  Compare their own performances with previous ones.  Identify, describe, and evaluate others performance through observation.  Demonstrate resilience when participating in activities.  Compete in a relay race, implementing good changeover techniques.  Create and develop tactics and strategies  for when competing as an individual and as a team whilst competing in a variety of athletic events. | Can control speed and use correct breathing techniques when running over a variety of distances.  Run over hurdles with fluency and consistency with a concise and consistent stride pattern.  Apply, refine and identify correct throwing techniques for distance and accuracy.  Compete against others in a variety of events/games.  Can analyse and suggest ways to improve technique for long jump.  Develop an understanding, through working with others, of how to improve and evaluate own/others performances.  Demonstrate resilience when participating in activities.  Create and develop tactics and strategies for when competing as an individual and as a team when competing in a variety of athletic events.  Help and motivate others to achieve their potential. |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Competitive | Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | Can show a basic understanding of the rules in a game.  Understand how a playing area affects your decisions.  Defend an area when faced with an opponent.  Attack an area when faced with an opponent.  Compete against yourself and/or others.  Apply ABC skills where appropriate.  Begin to play with confidence and a freedom to take risks.  Explore new skills independently before asking others for help. | Move confidently and safely around others and apparatus/equipment.  Apply balance agility and coordination whilst performing gymnastic skills.  Perform a variety of gymnastic skills:  Perform simple movement patterns.  Demonstrate a variety of rolls: pencil roll, tuck roll, teddy bear roll, rock and roll and forward roll.  Perform simple sequences as an individual and with a partner.  Develop competence to excel in a broad range of physical  Activities.  Know, apply and understand key skills of a good performance. | Develop an understanding of how rules affect the way a game is played.  Can identify and apply a number of different ideas when defending.  Can identify and apply a number of different ideas when attacking.  Compete against yourself and/or others.  Can make good decisions on whether to change direction, accelerate, pass, dribble, shoot.  Become increasingly confident when playing a variety of sports/games against others.  Start to develop a knowledge of a variety of skills.  Develop competence to excel in a broad range of physical activities.  Know, apply and understand key skills of a good performance.  Begin to play with confidence and a freedom to take risks. | Identify and apply transferable skills across a range of sports.  Show good team cohesion when defending and attacking a goal.  Compete against yourself or others using a variety of equipment, across several different sports.  Start to develop a knowledge of a variety of skills and how to improve performances.  Develop competence to excel in a broad range of physical activities.  Start to create ideas for simple strategies and tactics across a range of different modified games.  Compare own performances with previous ones and identify areas for improvement.  Demonstrate resilience when participating in activities.  Play with confidence and a freedom to take risks.  Make quicker decisions when selecting and applying skills. | Create different strategies when faced with an overload of opposition.  Identify, and capitalise on good opportunities as a team when faced with an overload of opponents.  Use quick passes and intelligent runs off the ball to take advantage of having an overload when attacking.  Identify and apply ways to improve performances and adapt strategies and tactics.  Have a good understanding of how rules affect the way a game is played and share ideas of how to use the rules to your advantage.  Demonstrate resilience when participating in activities  Play with confidence and know when/where to take risks. | Defend as a team in a chosen sport.  Identify weaknesses in opposition and suggest strategies to take advantage of them.  Adapt strategies and tactics to combat the oppositions attacks.  Suggest creative ways of attacking as a team.  Create ideas of how to counter attack/attack quickly.  Demonstrate resilience when participating in activities and encourage others to do the same.  Play with confidence and know when/where to take risks.  Compete within the rules, showing fair play and honesty, when playing independently and as a team. |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Outdoor Adventurous Activities |  |  |  | Understand the importance of knowing symbols and planning a route on a map.  Children to self and peer assess routes followed on a map.  Apply effective communication to solve simple problems.  Work in small groups to create effective strategies for visiting control points.  Complete a simple orienteering course.  Identify locations using a map and show a good understanding of direction (NESW).  Consider health and safety as well as travelling time when locating possible routes to locations.  Pinpoint locations using lining up techniques.  Orientate a map.  Recognise skills that are important to the game/activity and select the appropriate time to use them. | | Discuss and plan an activity and consider the most effective approach for successful completion of an orienteering course.  Complete a more complex orienteering course individually and as a group.  Use a compass to identify locations and direction of travel.  Explain techniques for identifying locations on a map if you are lost.  Orientate myself. Partner and team with confidence and accuracy around an orienteering course when under pressure (time constraint, race against others)  Use clear and effective communication to make a positive impact on a group/team  Show leadership qualities where appropriate, when working in a team | |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Awareness | Travel with speed avoiding contact with other children.  Use a variety of equipment to travel.  Negotiate space avoiding equipment and obstacles.  Recognise when to travel slow or fast in tight or large areas.  Show an awareness of space and distance when sending/receiving with a partner.  Work cooperatively and share/take turns with others. | Travel with speed avoiding contact with other children.  Use a variety of equipment to travel.  Negotiate space avoiding equipment and obstacles.  Recognise when to travel slow or fast in tight or large areas.  Show an awareness of space and distance when sending/receiving with a partner.  Work cooperatively and share/take turns with others. | Children can move with confidence and without hesitation through traffic and in open spaces.  Children can use quick changes of speed and direction when going past others.  Children can offset defenders or guards when using equipment.  Moving with their head up and looking for different opportunities whilst maintaining good control of equipment.  Show good awareness when competing against others.  Know, apply and understand key skills of a good performance.  Share ideas within a team or with a partner. |  |  |  |  |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Tactics & Strategies |  |  |  | Adapt tactics and strategies to suit different variations of a game.  Recognise skills that are important to the game/sport/activity.  Explain and share new ideas on how to improve own/others/teams performance.  Explain tactics that could be used in a variety of games/sports/activities.  Highlight what worked well in the following areas:  Own performance (as an individual)  Teams performance  Opposition performance  Suggest ideas when attacking and defending an area as an individual.  Use effective communication during a game to help maintain focus of tactics and strategies.  Discuss tactics with others and be confident in trying new ideas. | Identify and apply a variety of skills that are suitable for different attacking and defending strategies.  Change tactics within a game in relation to the oppositions play/approach.  Change tactics to win a game, adapting and improving own teams, areas for development.  Defend an area as part of a small team.  Attack an area as part of a small team.  Use effective communication during a game to help maintain focus of tactics and strategies.  Work with others and show an awareness of how other people feel, to complete a shared goal. | Identify and explain a range of tactics and strategies that can be used across a variety of different sports.  Reflect, review and highlight what worked well in the following areas:  Own performance (as an individual)  Teams performance  Defend a goal as a small team, identifying and applying individuals’ roles and responsibilities.  Attack a goal as a small team, identifying and applying individuals’ roles and responsibilities.  Create strategies that allow players to take up more than one role within a team.  Share ideas of how to deal with scenarios within a game, such as losing players, losing position, winning position.  Can explain how a team can be adaptable in their approach to a game.  Use effective communication during a game to help maintain focus of tactics and strategies.  Share ideas with others in a team and decide on the best approach to a task. | Identify, explain, and apply different ideas of how to improve a range of tactics and strategies that could be used in a variety of different sports.  Highlight what worked well in the following areas:  Own performance (as an individual)  Teams performance  Opposition performance  Create formations, responsibilities and different roles within a team when defending and attacking.  Use effective communication during a game to help maintain focus of tactics and strategies.  Effectively create and use space for self and others to outwit an opponent.  Set traps for the opposition when defending. |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Striking and Feilding |  |  | Identify and apply receiving techniques (getting on line with the ball).  Able to find gaps in fielding positions when striking a ball.  Children can take up good space when fielding in a match.  Children can throw to a partner or a target with good consistency.  Strike a still ball or a bouncing ball with some control and accuracy.  Explain and demonstrate the importance of weight when sending and receiving.  Develop competence to excel in a broad range of physical activities.  Know, apply and understand key skills of a good performance. | Apply basic principles for striking and fielding. (positioning when fielding/Striking to gaps when batting)  Stepping towards the ball from a bobble feed and striking through the middle of the bat. (ball bouncing towards batter)  Take up appropriate fielding position in relation to other children and the batter.   Affect others with good communication and organisation skills when taking up fielding positions in relation to the batter.  Bowl with a straight arm delivering the ball the correct distance.  Use a variety of equipment to strike a moving ball.  Children can identify and describe different batting techniques.  Children can identify and describe the direction of arm movement and the correct release point when bowling.  Can create and share different idea/tactics on how to score runs and how to get people out.  Play with confidence and a freedom to take risks. | Apply a variety of strategies when batting and fielding, whilst looking to exploit the opposition.  Moving feet and head towards the ball, strike with the middle of the bat and placement through fielding gaps (one bounce).  Can throw overarm accurately over different distances.  Can identify strengths and weaknesses in the oppositions batting and create strategies to get them out.  Affect others with good communication and organisation skills when taking up fielding positions in relation to the batter.  Describe and explain a variety of batting techniques.  Know when and how to take risks when batting. | Recognise danger areas when fielding and react to situations presented by batting children.  Recognise danger areas when batting and react to situations presented by the fielding team.  Identify and apply a varied shot selection when batting.    Identify and explain different batting techniques.    Throw at a target with speed and accuracy when competing against others.    Perform an over arm bowl with good weight and speed.    Use effective communication when batting.  Play with confidence and support others during a game. | React to situations presented by batting children. (left hand batters/right hand batters/weakness in previous shot selections/ batting techniques).  Show good awareness of bowling and fielding strategies when striking a ball (shot selection/areas to exploit).  Be able to identify and apply a variety of different shots.  Pick up and throw to target in one movement.  Set up appropriate fielding positions as a team and as an individual.  Identify, explain, and suggests ways to improve a variety of batting techniques.  Perform a variety of overarm bowling techniques at a variety of lengths still maintaining good weight, speed and accuracy.  Use effective communication when batting and make quick decisions as a per/group.  Play with confidence and a freedom to take risks |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attack & Defend |  | Apply simple attacking and defending techniques.  Begin to create different ideas of how and when to attack or defend.  Show a competitiveness when playing against others, whilst understanding winning and losing.  Maintain control and balance whilst competing against others.  Children begin to share ideas and can communicate effectively with others.  Begin to play with confidence and a freedom to take risks. | Start to make good choices whether to defend the goal/area or to put the attacker under pressure when playing  1 V 1,  Can show a skill or a change of direction when attacking an area 1v1.  Children can identify and highlight good performances.  Children being to make good decisions depending on the actions of others. | Children can show a good first touch and dribble keeping the ball close whilst playing with their head up.  Develop an understanding of rules.  Children can identify and apply a number of different options when attacking and defending.  Know how to gain an advantage through making good decisions whilst competing against others.  Can make an informed decision when under pressure whilst defending or attacking an area 1 V 1 or 2 v 2.  Children can identify when to pass, dribble or shoot when looking for spaces to attack.  Compare own performances with previous ones and identify areas for improvement. | Children can show good first touch, play with their heads up and can identify when to pass, dribble or shoot..  Have a good understand of how rules affect the way a game is played.  Children can identify, explain and suggest areas to improve when attacking and defending.  No hesitation on the ball when making decisions whilst competing against others.  Can make an informed decision when under pressure whilst defending or attacking an area 1 V 1 or 2 v 2.  Make runs off the ball, to affect opposition and teammates decision making.  Compare own performances with previous ones and identify areas for improvement. | Can create different strategies when attacking.  Identify explain and implement counter attacks.  Maintain possession to create better opportunities to score.  Able to react to different situations within a game and make quick decisions.  Defend an area  2 v 2, 3 v 3.  Attack an area  2 v 2, 3 v 3.  Pass and move quickly when in possession.  Pass through channels, identifying the best way to stretch an opposition.  Recognise when to tackle or when to defend a space.  Press as a a unit when defending as a team. | Create and apply strategies that create a variety of ways to attack and defend.  Make quick decisions that affect the way your team play.  Defend an area or goal  when faced with an overload.  Attack an area or goal 5v5 as a team.  Effectively attack and defend with speed and accuracy in a variety of different ways.  Exploit space when attacking as a team and as an individual.  Identify and explain different methods to attack and defend as an individual and as a team. |
| All Year Groups | | | | | | | |
| Active Lifestyle | •Lead healthy active lives.  •Healthy snack and dinner choices  •Meet the 60mins expected time for being active  •Explain the benefits of being active.  •Explain the benefits of eating healthy.  •Know and explain the benefits of a healthy mindset. | | | Over the school year have three sessions dedicated to the following:   * The importance of healthy eating. * How to look after your mental wellbeing. * The importance of keeping active. | | | |
| Year 4 | | | | | | | |
| Swimming | * Swim competently, confidently, and proficiently over a distance of at least 25 metres. * Swim up to 100 meters using front crawl, backstroke, and breaststroke. * Swim between 50 and 100m using three strokes, sustaining swimming over an extended time. * Swim over 100m using three strokes, at a sustainable pace. * Perform safe self-rescue in different water-based situations. * Show a problem-solving approach to survival. * Perform safe self-rescue in different water-based situations. * Perform a wide range of survival techniques. | | | | | | |
| KS 1 & KS 2 | | | | | | | |
| |  |  | | --- | --- | | Team Building/  Problem solving | * Be able to us effective communication in groups. * Be able to create effective strategies to complete tasks as an individual or in a group. * Show resilience when working individually or as a group on a task. * Compete against yourself and others with positivity. * Show teamwork and co-operation while solving puzzles. * Collaborate with team mates to complete challenges. * Demonstrate a climate of joy and freedom when working with others. | | | | | | | | |