

PHYSICAL EDUCATION CURRICULUM SKILLS PROGRESSION MAP




**EYFS (NURSERY)**

<p>Learn to listen to others. Can understand instructions. Learn to share with others. Have opportunities to take turns. To show an understanding of rules.</p> <p>Be able to move around safely.</p> <p>Learn to become more independent.</p> <p>Know how to use different parts of the body and be able to name them.</p> <p>Start to develop a dominant hand.</p>	<p>Learn to move with control and co-ordination in a variety of ways to include jumping, rolling, skipping &amp; running.</p> <p>Experience stepping and climbing onto a range of equipment.</p> <p>Practise playing with equipment such as balls, bats, stilts and hoops.</p> <p>Experience how to control and move with wheeled equipment such as a toy pram / wheelbarrow.</p> <p>Opportunities to ride balance bikes and scooters and develop control.</p> <p>Learn how to take part in team games and races.</p>
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**EYFS (RECEPTION)**

<p><b>Basic large and small movement skills with games / gross motor skills focus:</b></p> <p>Experience a variety of activities and games to develop running, skipping, hopping, jumping and chasing skills with developing control.</p> <p>Activities for pupils to handle large balls, beanbags, hoops, quoits and other basic equipment to experience rolling, pushing, patting, throwing, catching, hitting and kicking with hands, feet and equipment.</p> <p>Experience carrying an object on a bat/racket.</p> <p>Experience a range of travelling actions with and without equipment on own and with others in a variety of spaces.</p> <p>Learn to catch an object with 2 hands.</p> <p>Take part in simple games with others.</p>	<p><b>Basic large and small movement skills with gymnastic focus:</b></p> <p>- <b>Intro to basic movement skills</b></p> <p>- <b>Big and small</b></p> <p>Experience a variety of travel actions such as walk, run, hop, skip, crawl, slide, jump, turn and roll, developing ability to move, change direction and stop body suddenly with some control.</p> <p>Activities to practise travelling on floor, then progressing to repeat same actions along and then over apparatus. (Rebound jumps, bunny hops, side rolls, side rolls, elephant walks with an animal themed focus.)</p> <p>Learn how to land safely on 2 feet by landing in Peppa Pig's sticky muddy puddles.</p> <p>Develop ability to forward roll independently.</p> <p>Experience holding small &amp; big body shapes still on floor &amp; apparatus with some control.</p> <p>Experience jumping off apparatus trying to make small and big body shapes in the air.</p>	<p><b>Basic movement to music:</b></p> <p>- <b>Nursery Rhymes</b></p> <p>- <b>Stories: We're Going on a Bear Hunt</b></p> <p>Experience a variety of travel actions such as walk, run, hop, skip, crawl, slide, jump, turn and roll to different types of music.</p> <p>Practise changing speeds when travelling.</p> <p>Practise changing shapes slowly and quickly.</p> <p>Experience travelling in different directions, on the floor and on feet.</p> <p>Learn to join different movements together.</p> <p>Learn to move using own ideas to tell a story or a nursery rhyme without using your voice.</p> <p>Practise using your face to show how you are feeling.</p>
<p><b>Will learn to be safe and show spatial awareness. Listen to teacher and other pupils. Can share equipment and space with others. Will learn to talk about how the body feels when it is still and during physical activity. Will want to try new ways to move. Will learn about the importance of physical activity and healthy diet.</b></p> <p align="center"><b>Learn to talk about what they and others have done.</b></p>		




## KEY STAGE 1 - YEAR 1

	 <b>HANDS (DOING)</b>	 <b>HEAD (THINKING)</b>	 <b>HEART (FEELING / BEHAVIOUR)</b>
<b>Games/Athletic activities:</b>	<p>Travel in different directions, maintaining control when changing direction.</p> <p>Running at different speeds / pace</p> <p>Running in a straight line.</p> <p>Practise throwing, rolling, delivering small / larger balls, beanbags, quoits &amp; hoops accurately / for distance using hands.</p> <p>Skipping with a rope.</p> <p>Practise catching implements with some accuracy when still &amp; moving.</p> <p>Develop travelling with a ball in different ways using hands, feet, hockey stick.</p> <p>Playing in mini game activities (1 v 1, 2 v 2) to introduce tactics &amp; finding space.</p> <p>Develop basic hitting skills.</p>	<p>Opportunities to choose &amp; explore ways to send / strike quoits, bean bags, hoops, small &amp; large balls using hands, feet and equipment. (Mini hockey sticks &amp; rackets.)</p> <p>Activities to encourage thinking about moving into a space when working with others to send and receive implements using hands / feet.</p> <p>Opportunities during activities to start to think about how improvements can be made.</p> <p>Start to watch &amp; describe performances.</p>	<p>Move around safely at all times and share apparatus / space / equipment with others.</p> <p>Individual, pair &amp; small group activities to develop ability to work on own and with others.</p> <p>Competitive activities &amp; mini games against self and others.</p> <p>Opportunities to play in small-sided games with others.</p> <p>Individual activities to develop ability to work on own.</p> <p>Opportunities to listen to others' ideas and watch others perform.</p> <p>Has opportunity to challenge self to improve skills and practise new ones.</p>
<b>Gymnastics activities:</b> <b>YEAR 1:</b> - Intro to jumping & landing - Shape and balance - Rock and roll	<p>Practise tuck, straight &amp; star jumps in different directions on floor/off apparatus using correct landing technique.</p> <p>Learn &amp; perform basic still shapes: tuck, star, straight, straddle &amp; pike.</p> <p>Develop rocking and rolling on different body parts forwards, sideways &amp; backwards both on floor and on / off low apparatus.</p> <p>Develop holding of unusual shapes &amp; balances still on floor &amp; apparatus on different body parts. Will know about dish, arch, 'h' balance, arabesque, v-sit, ½ star, 'table' &amp; 'slide' shapes.</p> <p>Learn to work on different levels.</p>	<p>Plan, develop &amp; practise a sequence on own, choosing how to link two actions together.</p> <p>Experience a wide variety of travel actions on different levels and talk about interesting choices made when choosing travel actions.</p> <p>Activities to enable thinking about and attempting to transfer actions from floor to apparatus.</p> <p>Opportunities to plan &amp; describe if an action was good and try to improve it.</p> <p>Remember how to finish a jump and perform it most times.</p>	<p>Participate in a warm-up during every lesson &amp; will learn the reason for the warm-up.</p> <p>Given opportunities to understand and discuss reasons for a healthy, active lifestyle.</p> <p>Appropriate feedback received about execution of basic movements and skills to allow development of saying positive things about own performance / increasing confidence.</p> <p>Given opportunities to show determination by being challenged to learn / attempt harder skills / activities on own and when working with others.</p> <p>Encouraged to have confidence to ask for help if needed.</p> <p>Describe how the body feels during exercise.</p>
<b>Dance activities:</b> <b>YEAR 1:</b> - Toys - Animals	<p>Perform skills with some control / co-ordination.</p> <p>Copy &amp; practise basic actions of travel, turn, jump, gesture, stillness and use them in basic movement patterns. (motifs)</p> <p>Moving on high and low levels in forward &amp; backward directions trying to vary speed.</p> <p>Experience using stillness as a creative part of a motif.</p> <p>Develop how to show gesture independently in basic motifs to tell a story without words.</p> <p>Experiences creating and performing actions to different dance themes on own &amp; with others.</p>	<p>Plan &amp; practise simple motifs on own, with a partner &amp; in small groups.</p> <p>Thinking about which gestures to use in response to different themes.</p> <p>Opportunities to plan &amp; describe if an action was good and try to improve it.</p>	
<b>Outdoor / Team building activities:</b>	<p>Use fundamental gross motor skills to explore the Forest area.</p> <p>Use searching skills in simple orienteering challenges.</p> <p>Work as a team with others to complete a task.</p> <p>Work as an individual to complete a challenge.</p> <p>Take part in tasks in the Forest area and around the school grounds that become increasingly challenging.</p>	<p>Use thinking skills to solve simple challenges &amp; tasks.</p> <p>Use previous experiences to participate in more challenging tasks.</p> <p>Use vocabulary to explain how a task was completed.</p>	




## KEY STAGE 1 - YEAR 2

	 <b>HANDS (DOING)</b>	 <b>HEAD (THINKING)</b>	 <b>HEART (FEELING / BEHAVIOUR)</b>
<b>Games/Athletic activities:</b>	<p>Travel in different directions at varying speeds, maintaining control when changing direction.</p> <p>Learns to change speed / pace when running.</p> <p>Develop jumping for distance skills.</p> <p>Practise throwing equipment in different ways accurately / for distance using hands.</p> <p>Develop catch, throw &amp; bounce skills with a partner &amp; in games.</p> <p>Co-ordinating body to control a ball.</p> <p>Develop bouncing &amp; dribbling skills with a ball in different ways using hands, feet, hockey stick in practises &amp; mini games.</p> <p>Playing in mini game activities (2 v 1, 2 v 2, 3 v 1) to introduce maintaining possession, invading opponent's territory &amp; finding space.</p> <p>Learn to position the body striking/hitting skills and show more control when striking. Play in mini striking &amp; fielding games.</p>	<p>Start to consider the best pass to use to be accurate &amp; for distance (using hands, feet and equipment.)</p> <p>Begin to think about the best space to get into in games.</p> <p>Start to think about 'attacking' &amp; invading a space.</p> <p>Start to watch &amp; describe performances &amp; use what is seen to try to improve own performance.</p> <p>Tries to recall how to execute a skill.</p>	<p>Move around safely at all times and shares apparatus / space / equipment with others.</p> <p>Carry / move equipment safely. Move onto &amp; off apparatus carefully.</p> <p>Understand importance of game rules.</p> <p>Individual, pair &amp; small group activities to develop ability to work on own and with others.</p> <p>Competitive activities &amp; mini games against self and others.</p> <p>Opportunities to play in small-sided games with others.</p> <p>Individual activities to develop ability to work on own.</p> <p>Opportunities to listen to others' ideas and watch others perform.</p> <p>Has opportunity to challenge self to improve skills and practise new ones.</p>
<b>Gymnastics activities:</b> <b>YEAR 2:</b> - Balance – 1,2,3,4,5 body parts - Pathways - Spin, twist & turn	<p>Practise travelling in different ways on different levels along straight &amp; curved pathways on floor and over / under apparatus whilst on own / following or leading a partner.</p> <p>Practise ¼ and ½ turn jumps on floor &amp; off apparatus.</p> <p>Develop spinning on different body parts leading to rolling sideways, forwards &amp; backwards.</p> <p>Explore holding balances/shapes still on floor &amp; apparatus on 3,4 &amp; 5 then 1 &amp; 2 body parts. Explore balances touching both floor &amp; apparatus.</p> <p>Develop holding a balance still at the same time as a partner.</p> <p>Practise using jumps and rolls/turns to get out of a balance.</p> <p>Practise linking actions to create a sequence on own &amp; with a partner.</p>	<p>Explore &amp; remember actions to create a sequence on own / with a partner.</p> <p>Experience a wide variety of travel actions on different levels and talk about how travel actions are executed.</p> <p>Activities to enable thinking about and attempting to transfer actions from floor to apparatus.</p> <p>Opportunities to plan &amp; describe if an action was good and try to improve it.</p> <p>Chooses to move with care, showing improved control.</p>	<p>Participate in a warm-up during every lesson &amp; explains the reason for the warm-up.</p> <p>Can talk about the need to stay healthy.</p> <p>Appropriate feedback received about execution of basic movements and skills to allow development of saying positive things about own performance / increasing confidence.</p> <p>Given opportunities to show determination by being challenged to learn / attempt harder skills / activities on own and when working with others.</p> <p>Encouraged to have confidence to ask for help if needed.</p> <p>Compare how the body feels before &amp; during exercise.</p>
<b>Dance / movement activities:</b> <b>YEAR 2:</b> - Plague & Great Fire of London - African dance	<p>Perform skills (including using a scarf as a prop) with some control / co-ordination in time to music.</p> <p>Remember &amp; repeat basic actions of travel, turn, jump, gesture, stillness and use them in basic movement patterns inspired by a stimulus/theme. (motifs)</p> <p>Improve changing the speed and level of actions in response to the theme.</p> <p>Try to use stillness at the start of and during a motif.</p> <p>Develop how to show gesture independently in basic motifs to tell a story without words.</p> <p>Experiences creating and performing actions to different dance themes on own &amp; with others.</p> <p>Develop ways to copy &amp; repeat simple African dance actions and patterns.</p> <p>Practise using a djembe drum to help others keep time when performing.</p>	<p>Plan &amp; practise motifs that include some of the basic actions on own, with a partner &amp; in small groups.</p> <p>Think about &amp; use suitable gestures in response to different themes.</p> <p>Use knowledge of historical events from history lessons (Plague and Great Fire of London) to determine actions and gestures chosen.</p> <p>Opportunities to plan &amp; describe if an action by self or others was good and try to improve it. Discover the dance actions used in a dance from a different culture.</p> <p>Can try to describe how an action is to be performed.</p>	
<b>Outdoor / Team building activities:</b>	<p>Work on own &amp; with others to navigate space.</p> <p>Use searching skills effectively with others and on own when timed.</p> <p>Use motor &amp; co-ordination skills to navigate over, under and around outdoor equipment.</p>	<p>Use thinking skills to complete tasks more quickly.</p> <p>Plan with a partner how to complete a timed task.</p> <p>Describe how they will / did navigate equipment.</p>	

**KEY STAGE 2 - YEAR 3**




	 <b>HANDS (DOING)</b>	 <b>HEAD (THINKING)</b>	 <b>HEART (FEELING / BEHAVIOUR)</b>
<b>Games / Athletic activities:</b> Try to co-ordinate arm & leg action to improve sprinting technique. Learn to adjust pace to suit the distance being run. Develop a one-footed take-off and safe landing when jumping. Practise throwing equipment in different ways accurately / for distance using hands. Show improved control when catching & receiving a ball. Move with improving agility & co-ordination during practices and games. Demonstrate dribbling skills with a ball in different ways using hands, feet, hockey stick with some control. Playing in mini game activities (2 v 1, 2 v 2, 3 v 1) & show basic attack & defence skills. Will use skills to try to maintain possession. Learn fielding skills to send a ball & stop a ball from travelling past. Start to strike a ball for distance. Playing in mini striking & fielding games showing an improved hitting technique.	Try to co-ordinate arm & leg action to improve sprinting technique. Learn to adjust pace to suit the distance being run. Develop a one-footed take-off and safe landing when jumping. Practise throwing equipment in different ways accurately / for distance using hands. Show improved control when catching & receiving a ball. Move with improving agility & co-ordination during practices and games. Demonstrate dribbling skills with a ball in different ways using hands, feet, hockey stick with some control. Playing in mini game activities (2 v 1, 2 v 2, 3 v 1) & show basic attack & defence skills. Will use skills to try to maintain possession. Learn fielding skills to send a ball & stop a ball from travelling past. Start to strike a ball for distance. Playing in mini striking & fielding games showing an improved hitting technique.	Learn & choose the best techniques for running. Plan how to pace during a distance race. Choose the best way to throw a ball / implement for accuracy & for distance (using hands, feet and equipment.) Explore getting into a space during a game & then learn to communicate with teammates. Start to think about 'attacking' & invading a space. Watch & describes performances & try to use what is seen to try to improve own performance. Start to recall how to execute a skill. Try to discuss how a performance has improved over time.	Is safe at all times and shares apparatus / space / equipment with others. Carry / move equipment correctly & safely. Moves around, onto & off apparatus carefully. Will remember rules to certain games. Know what fair play is. Opportunities to work & collaborate with others in different activities. Play in a variety of games to compete against self & others. Opportunities to play in small-sided games with others as teammates. Opportunities to listen to others tactics & plan/explain their own. Starting to compare performances to others. Opportunity to discover more about dance from a different country. Listen carefully to & follow instructions when using Forest School equipment. Opportunity to work with others to complete a task.
<b>Gymnastic activities: YEAR 3:</b> - Stretch & curl - Symmetry & Asymmetry Practise holding still & travelling in curled up and stretched shapes on floor and on apparatus whilst on own / with a partner. Develop execution of forward roll (not using hands to stand up / roll to straddle stand) & improve backward roll technique. Experience practising log rolls, full turn jumps, handstands & cartwheels as stretched shape examples. Learn how to perform pike and straddle jumps on floor & off apparatus. Practise jumping with a partner in unison, experimenting with varying directions. Develop ways to work with a partner when linking actions in a planned sequence. Develop understanding of how to use body to make symmetrical & asymmetrical shapes on own & with a partner on floor & apparatus. Practise using an i-Pad to capture still images of shapes with some success. Develop quality of actions. Improve flexibility in movements.	Practise holding still & travelling in curled up and stretched shapes on floor and on apparatus whilst on own / with a partner. Develop execution of forward roll (not using hands to stand up / roll to straddle stand) & improve backward roll technique. Experience practising log rolls, full turn jumps, handstands & cartwheels as stretched shape examples. Learn how to perform pike and straddle jumps on floor & off apparatus. Practise jumping with a partner in unison, experimenting with varying directions. Develop ways to work with a partner when linking actions in a planned sequence. Develop understanding of how to use body to make symmetrical & asymmetrical shapes on own & with a partner on floor & apparatus. Practise using an i-Pad to capture still images of shapes with some success. Develop quality of actions. Improve flexibility in movements.	Create, remember & repeat sequences on own / with a partner that show a variety of actions & use of level changes. Plan and discuss how to perform on apparatus with a partner to add variety to performance of shapes and jumps. Can choose how to transfer actions from floor to apparatus with some success. Opportunities to plan & describe if an action performed by others was good and try to improve it. Can choose how to improve the quality of actions, shapes and jumps.	Participate in a warm-up during every lesson & tries to explain the importance of the warm-up. Can talk about how to stay healthy. Appropriate feedback received about execution of basic movements and skills to allow development of saying positive things about own performance / increasing confidence. Given opportunities to show determination by being challenged to learn / attempt harder skills / activities on own and when working with others. Has the confidence to try new skills. Describe the effects of exercise on the body. Learn that strength & flexibility are important for physical activity.
<b>Dance activities: YEAR 3:</b> - Water - Circus Performs a variety of different actions at varying speeds & levels and adapt them to suit different motifs to create a longer dance performance. Practise & perform actions of travel, turn, jump, gesture, stillness and try to use them in different directions & levels. Experience using unison & cannon when working with others. Practise being able to travel whilst holding a controlled body shape & also whilst constantly changing body shapes. Begin to improvise when working with others to create simple motifs. Practises dancing with some rhythm. Experience improvising in larger groups. Experience using scarves as props and benches/mats as equipment to enhance the circus topic. Perform as multiple characters independently.	Performs a variety of different actions at varying speeds & levels and adapt them to suit different motifs to create a longer dance performance. Practise & perform actions of travel, turn, jump, gesture, stillness and try to use them in different directions & levels. Experience using unison & cannon when working with others. Practise being able to travel whilst holding a controlled body shape & also whilst constantly changing body shapes. Begin to improvise when working with others to create simple motifs. Practises dancing with some rhythm. Experience improvising in larger groups. Experience using scarves as props and benches/mats as equipment to enhance the circus topic. Perform as multiple characters independently.	Plan & remember motifs that use the basic actions on own, with a partner & in small groups. Think about & use suitable gestures & actions in multiple motifs in a longer dance. Use knowledge of facts from geography & science lessons to inspire actions, pathways & gestures chosen. Discover the dance actions used in a dance from a different culture. Start to practise using simple dance vocabulary to describe and compare work. Opportunities to plan and talk with others when using cannon & unison.	

## KEY STAGE 2 - YEAR 4




	 <b>HANDS (DOING)</b>	 <b>HEAD (THINKING)</b>	 <b>HEART (FEELING / BEHAVIOUR)</b>	
<b>Games / Athletics activities:</b>	<p>Learn to practise accelerating to improve sprinting technique, showing co-ordination.</p> <p>Develop fitness to be able to run for increasing periods of time at a sustained speed.</p> <p>Practise throwing different implements for distance using different techniques.</p> <p>Practise jumping techniques to jump for distance.</p> <p>Practise measuring and timing the performance of others.</p> <p>Learn to execute effective passes in a game situation using hands, feet or a hockey stick accurately.</p> <p>Improve dribbling skills in drills and game situations to try to keep possession (hands, feet &amp; hockey stick).</p> <p>Practise using agility effectively to try to successfully receive a ball.</p> <p>Practise basic defending techniques to try to stop an opponent sending / receiving a ball in drill and small sided situations.</p> <p>Practise aiming a ball at stationary targets to develop skills to shoot in a game.</p> <p>Learn how to strike a ball for distance.</p> <p>Develop basic fielding techniques in practise situations and start to perform them in games.</p> <p>Learn how to move around a court efficiently.</p> <p>Work with a partner to practise a rally and a serve.</p> <p>Practise sending and receiving a ball using hands in a volleyball type situation</p>	<p>Learn &amp; choose the best way to make body move faster.</p> <p>Plan how to maintain a certain speed over a longer distance.</p> <p>Try to explain why they would choose to throw certain implements in different ways for distance.</p> <p>Choose best way to measure and time a performance.</p> <p>Choose the best way to throw a ball / implement to ensure it reaches its target efficiently (using hands, feet and equipment).</p> <p>Can plan how to travel with a ball to keep it close and under control (using hands, feet and equipment).</p> <p>Explore moving body quickly and under control to efficiently get into a space during game drills.</p> <p>Choose how to communicate with a partner / teammate to try to secure the passing / receiving / defending of a ball.</p> <p>Observe &amp; discuss the success of a performance to try to improve own techniques and skills.</p> <p>Select the best way to receive a ball from a serve or a partner in a rally depending on the speed / height of the incoming ball.</p> <p>Explore ways to move quickly around a court to receive a ball / work with others.</p> <p>Select the best way to send a ball using for accuracy.</p> <p>Start to learn &amp; adhere to basic rules of different game situations.</p>	<p>Is safe at all times and shares apparatus / space / equipment with others. Carry / move equipment correctly &amp; safely. Move around, onto &amp; off apparatus carefully.</p> <p>Will remember rules to certain games.</p> <p>Know what fair play is.</p> <p>Opportunities to work &amp; collaborate with others in different activities.</p> <p>Play in a variety of games to compete against self &amp; others.</p> <p>Opportunities to play in small-sided games with others as teammates.</p> <p>Opportunities to listen to others tactics &amp; plan/explain their own.</p> <p>Starting to compare performances to others.</p> <p>Opportunity to discover more about dance based on a historical event.</p> <p>Listen carefully to &amp; follow instructions &amp; rules.</p> <p>Opportunity to work with others to complete a task.</p>	<p>Participate in a warm-up during every lesson &amp; can explain reasons for the warm-up.</p> <p>Know why exercise is good for your health...</p> <p>Appropriate feedback received about execution of basic movements and skills to allow development of saying positive things about own performance / increasing confidence.</p> <p>Given opportunities to show determination by being challenged to learn / attempt harder skills / activities on own and when working with others.</p> <p>Has the confidence to try new &amp; more advanced skills.</p> <p>Has the resilience to keep trying to advance.</p> <p>Describe the effects of exercise on the body at different points throughout an activity.</p>
<b>Gymnastics activities: YEAR 4: - Small &amp; large body parts - Rotation</b>	<p>Practise holding shapes still on small (head, hands, knees, elbows, feet) and large (bottom, tummy, back, shoulders, legs) body parts on floor and on apparatus whilst on own / with a partner, trying to improve the placement of other body parts to improve quality.</p> <p>Develop understanding of knowledge of centre of gravity when holding a balanced shape.</p> <p>Opportunities to practise actions that will improve flexibility, strength &amp; co-ordination.</p> <p>Practise rotating around the 3 different axes to learn new skills (1. Vertical: ½ &amp; full turn jumps, log roll, teddy bear roll. 2. Horizontal: forward / backward rolls to tuck &amp; straddle, handstand to forward roll, handstand to bridge, limbers &amp; walkovers. 3. Front to back: bunny hop, cartwheel, round off) on floor and when using apparatus.</p> <p>Explore different ways to work with a partner when linking actions in a planned sequence.</p> <p>Develop understanding of how to perform all balances and actions using good technique.</p> <p>Practise using flight when travelling to link actions.</p> <p>Perform sequences on own and with a partner showing control and accuracy.</p>	<p>Create, remember &amp; repeat sequences on own / with a partner that show a variety of actions &amp; use of level changes on floor &amp; apparatus.</p> <p>Plan and discuss how to adapt a floor sequence onto apparatus with a partner to maintain quality.</p> <p>Opportunities to plan &amp; describe if an action performed was good and try to improve it.</p> <p>Can remember the teaching points given when practising a new skill.</p>		
<b>Dance activities: YEAR 4: - World War 2 - Electricity</b>	<p>Perform a variety of different actions, showing ability to go from fast to slow and slow to fast suddenly with control to demonstrate a change in mood / emotion.</p> <p>Practise and perform motifs in a longer dance that intertwines between working on own and with others at different points.</p> <p>Practise &amp; perform actions of travel, turn, jump, with varying dynamics &amp; on different levels.</p> <p>Demonstrate spatial awareness when working at speed with others.</p> <p>Express emotions of elation, sadness, anxiety, fear &amp; self-preservation using appropriate body language and facial expressions.</p> <p>Experience improvising in larger groups.</p>	<p>Plan &amp; remember when to change speeds &amp; dynamics.</p> <p>Can plan &amp; describe dynamics, gestures &amp; actions used in response to different emotions in the dance theme.</p> <p>Use knowledge from history &amp; science lessons to choose appropriate actions and gestures.</p> <p>Sometimes uses simple dance vocabulary to compare and improve work.</p> <p>Opportunities to talk with others when planning in a larger group.</p> <p>Can remember &amp; recall motif order to try to ensure a smooth performance in a longer dance.</p>		






**KEY STAGE 2 - YEAR 5**

	 <b>HANDS (DOING)</b>	 <b>HEAD (THINKING)</b>	 <b>HEART (FEELING / BEHAVIOUR)</b>	
<b>Games/ Athletic activities:</b>	<p>Learn to practise accelerating from different starting positions.</p> <p>Practise running with increasing speed using improved fluency &amp; co-ordination.</p> <p>Can attempt to run at maximum speed during relay events.</p> <p>Develop fitness to try to sustain pace over short and longer distances.</p> <p>Practise throwing different implements with more force showing improved control &amp; accuracy.</p> <p>Practise improving power in jumping activities; practise the standing long jump technique.</p> <p>Learn to use appropriate passes in a game situation using hands, feet or a hockey stick and send it accurately and quickly.</p> <p>Learn to dribble in a game and keep possession with some success. (hands, feet &amp; hockey stick)</p> <p>Develop ability to dodge an opponent &amp; move into space to receive a ball.</p> <p>Learn different defending techniques to try to stop an opponent sending / receiving a ball.</p> <p>Practise aiming a ball at stationary targets to develop skills to shoot in a game.</p> <p>Practise hitting a ball in different ways.</p> <p>Practise using increased power when striking and sending a ball.</p> <p>Use faster fielding techniques with teammates to prevent opponents from scoring.</p> <p>Experiment with ways to score &amp; defend in small games.</p> <p>Practise moving into good positions to cooperate with teammates.</p> <p>Learn to perform a variety of shots in isolation and in mini games.</p>	<p>Can think about their preferred starting position and select it in sprinting drills / races.</p> <p>Plan &amp; use the best pace for them to be able to keep running.</p> <p>Start to comment on the skills used and explain why they chose to use them.</p> <p>Can choose best way to officiate and run an event for others.</p> <p>Choose how, when &amp; where to send a ball in a game.</p> <p>Will decide how to deceive an opponent.</p> <p>Finds space &amp; communicates with teammates in a game.</p> <p>Start to anticipate where a ball is going.</p> <p>Start to think about the success of a team in a game.</p> <p>Plan on own &amp; with teammates how to work together to stop another team from scoring.</p> <p>Can select the best pass / shot / strike and explain why it was chosen.</p> <p>Can explain how to score a net game showing a knowledge of basic rules.</p> <p>Can plan with a partner how best to defend an area.</p> <p>Understand how to adjust body to make a pass / shot more powerful.</p>	<p>Always demonstrate what it means to be safe. Is safe at all times and shares apparatus / space / equipment with others.</p> <p>Always carry / move equipment correctly &amp; safely. Move around space &amp; onto/off apparatus carefully.</p> <p>Has access to new and more challenging skills &amp; activities.</p> <p>Opportunities to work &amp; collaborate with others in different activities.</p> <p>Opportunities to communicate with teammates during a game.</p> <p>Take part in competitive games against others.</p> <p>Can compare performances of self and to others.</p> <p>Develop maturity to accept decisions &amp; results in games.</p> <p>Know the reason for following all instructions &amp; rules.</p> <p>Opportunities to work with others in various roles to complete a task. Works effectively as part of a team.</p>	<p>Participates in a warm-up during every lesson.</p> <p>Develop the confidence to lead part of a warm-up. Knows &amp; understands the reason for warming up.</p> <p>Knows why exercise is good for your health &amp; well-being.</p> <p>Appropriate feedback received about execution of basic movements and skills to allow development of saying positive things about own performance / increasing confidence.</p> <p>Given opportunities to show determination by being challenged to learn / attempt harder skills / activities on own and when working with others.</p> <p>Is confident to try new &amp; more advanced, challenging skills &amp; can use equipment in new ways.</p> <p>Has the resilience / perseverance to keep trying new skills.</p> <p>Learn how to explain reasons for changes in the body at different points throughout a warm-up / activity.</p>
<b>Gymnastics activities: YEAR 5: - 5 basic jumps - Shape</b>	<p>Explore ways to execute 5 basic jumps (1-1 leap, 1-1 hop, 2-2, 2-1, 1-2) in a controlled manner, on floor and off apparatus.</p> <p>Refine execution of turning, tuck, straddle, straight, star &amp; pike jumps in various directions on &amp; off apparatus. Learn &amp; practise how to perform wolf, split &amp; sissone jumps.</p> <p>Show understanding of where centre of gravity is when holding a balanced shape and adjust body parts accordingly.</p> <p>Opportunities to practise jumps that will improve flexibility, strength &amp; technique.</p> <p>Practise ways to travel from 2 feet to 2 feet (rolls, limbers, walkovers, jumps for distance, Explore different ways to link 2 different jumps / balances with a travel action whilst on floor.</p> <p>Practise &amp; refine ways to link 2 jumps / balances with an action that travels over/along apparatus.</p> <p>Perform sequences on own and with a partner &amp; develop ability to adapt sequences to fit new challenges / focus.</p> <p>Practise using an i-Pad to capture moving images of shapes with some success.</p>	<p>Plan &amp; improve sequences on own / with a partner &amp; can think about how to alter it when new challenges are set.</p> <p>Plan how to combine equipment with travel actions to create sequences that are more effective.</p> <p>Opportunities to use video capture to observe, then try to describe if an action performed was good and how best to improve it.</p> <p>Understands how to perform a new given skill.</p> <p>Consider using unison, cannon &amp; mirroring in a sequence with a partner.</p>		
<b>Dance activities: YEAR 5: - Titanic - Narnia</b>	<p>Develop imagination and creativity in movements &amp; gestures in response to the Titanic &amp; Narnia themes with opportunities to practise, repeat motifs that are more complex.</p> <p>Perform motifs using the actions of travel, turn, jump, stillness, gesture, direction &amp; level in a longer dance that includes working on own and with others at different points.</p> <p>Demonstrates understanding of dynamics by consistently showing changes to pace &amp; timing.</p> <p>Develop using stillness &amp; gesture to show emotions of astonishment, wonder, fear &amp; self-preservation using appropriate body language and facial expressions that create atmosphere.</p> <p>Experience improvising in larger groups, practising working in close physical contact with others to create still shapes, being able to move away suddenly using travel actions.</p> <p>Perform with improved timing and rhythm that fit the music.</p> <p>Perform as multiple characters independently.</p>	<p>Plan &amp; remember when to change speeds &amp; dynamics.</p> <p>Can explain why particular actions, dynamics &amp; gestures were used &amp; the effect they had on the performance.</p> <p>Use knowledge of an historical event &amp; a story from English lessons (Titanic &amp; The Lion, Witch &amp; Wardrobe) to choose more advanced actions and gestures.</p> <p>Use some dance vocabulary to suggest improvements to work of self &amp; others.</p> <p>Opportunities to talk with others when planning in a larger group.</p> <p>Can remember &amp; recall motif order to ensure a smooth performance in a longer dance.</p>		




## KEY STAGE 2 - YEAR 6

	 <b>HANDS (DOING)</b>	 <b>HEAD (THINKING)</b>	 <b>HEART (FEELING / BEHAVIOUR)</b>	
<b>Games / Athletic activities:</b>	<p>Practise using an effective sprinting technique &amp; sprint start and try to improve reaction time.</p> <p>Practise accelerating to run past others when running individually and as part of a relay team.</p> <p>Demonstrate stamina to try to maintain pace over longer distances.</p> <p>Practise running curves as part of a relay race.</p> <p>Continue to practise throwing different implements using overarm &amp; sidearm techniques to improve distance.</p> <p>Learn to use increasing power in jumping activities and control body in air &amp; on landing.</p> <p>Consistently receive a ball by catching / controlling and improves doing so when under pressure in a game.</p> <p>Tries to use the best pass in a game and does so accurately, trying to pass when on the move.</p> <p>Confidently practise dribbling in a game and keep possession with some success (hands, feet &amp; hockey stick)</p> <p>Develop ability to perform skills with increasing speed.</p> <p>Practise dodging an opponent &amp; move into space to receive a ball.</p> <p>Learn different defending techniques to win back &amp; keep possession of a ball.</p> <p>Execute good hand-eye co-ordination when hitting a ball.</p> <p>Can take on the role of bowler, batter &amp; fielder.</p> <p>Practise hitting a bowled ball over longer distances in different directions.</p> <p>Learn to play with a partner in a doubles net game.</p> <p>Can score with a partner in a doubles game.</p> <p>Learn how to execute shots effectively to score.</p> <p>Practise forehand &amp; backhand shots using a racquet.</p>	<p>Can talk about &amp; plan how to use their preferred starting position and sprinting technique.</p> <p>Can talk about ways they could improve their stamina.</p> <p>Is able to officiate and run an event for others.</p> <p>Choose how, when &amp; where to send a ball in a game with some precision.</p> <p>Will decide how to deceive an opponent.</p> <p>Find space &amp; communicate with teammates in a game.</p> <p>Can anticipate where a ball is going to try to intercept a pass or inform another teammate.</p> <p>Develop strategies with teammates to obtain &amp; keep possession.</p> <p>Start to think about the success of a team in a game &amp; develop ability to suggest appropriate improvements.</p> <p>Work with teammates to plan how to prevent another team from scoring.</p> <p>Plan with a partner which tactics to use in a game.</p> <p>Can observe and officiate a variety of different games independently or with help from a partner.</p> <p>Can choose to select certain shots in a net game to try to score.</p> <p>Can explain why a certain pass / shot was chosen.</p> <p>Can explain the different roles in team positions in a variety of games.</p>	<p>Always demonstrate what it means to be safe. Is safe at all times and shares apparatus / space / equipment with others. Always carry / move equipment correctly &amp; safely.</p> <p>Always balance safely when taking part of a partner's weight.</p> <p>Has access to new and more challenging skills &amp; activities.</p> <p>Opportunities to work &amp; collaborate with others in different activities.</p> <p>Opportunities to lead others in a game / dance.</p> <p>Opportunities to communicate plans with teammates during a game.</p> <p>Take part in competitive games against others.</p> <p>Can compare performances of self and others.</p> <p>Develop maturity to accept decisions &amp; results in games.</p> <p>Know the reason for following all instructions &amp; rules.</p> <p>Opportunities to work with others in various roles to complete a task. Work effectively as part of a team.</p>	<p>Participate in a warm-up during every lesson. Know how to lead different parts of a warm-up. Know &amp; understand the reason for warming up.</p> <p>Know why exercise is good for your health &amp; well-being &amp; know ways to become healthier.</p> <p>Appropriate feedback received about execution of basic movements and skills to allow development of saying positive things about own performance / increasing confidence.</p> <p>Given opportunities to show determination by being challenged to learn / attempt harder skills / activities on own and when working with others.</p> <p>Is confident to try new &amp; more advanced, challenging skills &amp; can use equipment in new ways.</p> <p>Has the resilience / perseverance to keep trying new skills.</p> <p>Learn how to explain reasons for changes in the body at different points throughout a warm-up/ activity.</p>
<b>Gymnastic activities:</b> <b>YEAR 6:</b> <b>- Mirroring</b> <b>- Counter balance &amp; Counter tension</b> <b>- Basic acrobatics</b>	<p>Practise ways to balance with precise, controlled placement of body parts to show mirroring with a partner when face-to-face, back-to-back and side-by-side on floor &amp; apparatus as well as on different levels to a partner.</p> <p>Practise, perform &amp; refine ways to link partner balances by performing a variety of actions side by side in unison, following/leading, away from &amp; meeting and in canon.</p> <p>Practise more advanced ways to jump, roll &amp; turn out of partner shapes in unison.</p> <p>Show understanding of where centre of gravity is between 2 people when holding shapes showing counterbalance &amp; counter tension and learn to adjust body parts accordingly on floor &amp; on apparatus.</p> <p>Opportunities to practise taking part of a partner's body weight.</p> <p>Opportunities to copy basic partner balances.</p> <p>Perform sequences on own and with a partner &amp; work together to improve performance.</p> <p>Practise using an i-Pad to effectively capture still &amp; moving images of shapes.</p>	<p>Plan &amp; improve sequences with a partner &amp; can think about how to alter it to make performance better on floor &amp; apparatus.</p> <p>Plan &amp; discuss how to link balances using travel actions in different ways.</p> <p>Opportunities to use i-Pad to capture a performance, then use images to analyse the success of a performance and try to improve it.</p> <p>Understand how to maintain balance when countering a partner.</p>		
<b>Dance activities:</b> <b>YEAR 6:</b> <b>- The Haka &amp; rugby</b>	<p>Practise using imagination and creativity in movements &amp; gestures in response to the Haka and rugby theme.</p> <p>Perform motifs using advanced actions of travel, turn, jump, stillness, gesture, direction &amp; level in a longer dance with others in a larger group.</p> <p>Demonstrates understanding of dynamics by consistently showing ability to maintain pace &amp; keep time.</p> <p>Improve performance of effective stillness as a group and develop ability to perform with others in slow motion, exaggerating gesture to show emotions during a competitive game of rugby using dance actions.</p> <p>Develop and refine improvising in large groups, showing use of multiple changes of level.</p> <p>Perform with improved timing and rhythm that fit different speeds of music.</p> <p>Learn how to keep time in a large group when not using music.</p> <p>Practise using strong actions and a loud voice when performing the Haka to show understanding of the emotional elements of this cultural dance.</p>	<p>Plan &amp; remember when to use different speeds &amp; dynamics and can think about how to control body to perform in slow motion.</p> <p>Can explain why particular actions, dynamics &amp; gestures were used in the Haka after watching different National team examples.</p> <p>Learn, remember &amp; talk about knowledge of a cultural dance (Haka) and link it their knowledge of rugby skills. Use dance vocabulary to analyse work of self &amp; others and suggest improvements.</p> <p>Opportunities to talk with others when planning in a much larger group.</p> <p>Can remember &amp; recall motif order to ensure a smooth performance in a longer dance.</p>		

## KEY STAGE 2 – SWIMMING & WATER SAFETY

	 <b>HANDS (DOING)</b>	 <b>HEAD (THINKING)</b>	 <b>HEART (FEELING / BEHAVIOUR)</b>
<b>Swimming / Self-rescue skills &amp; activities:</b>	<p>Practise fully submerging in water.</p> <p>Can try different ways to pick up an object from the pool floor.</p> <p>Practise entering the water safely and treading water for at least 30 seconds.</p> <p>Practise floating techniques, especially on back.</p> <p>Learn how to signal for help when in the water.</p> <p>Learn how to rotate in the water and return to an upright position.</p> <p>Experience pushing &amp; gliding from wall, holding a streamlined position with some success.</p> <p>Improve ability to swim on front &amp;/or back for 5m, 10m, then 15m unaided.</p> <p>Practise and develop breaststroke, backstroke &amp; front crawl techniques.</p> <p>Learn to swim 25m+ in varying depths of water, using a recognised stroke that is as strong at the end as at the start.</p>	<p>Knows how to remain safe in &amp; around water.</p> <p>Can talk about what to do in an emergency. &amp; how to act responsibly.</p> <p>Choose which stroke to perform to be effective in the water.</p> <p>Watch &amp; describes performances &amp; try to use what is seen to try to improve own performance.</p> <p>Will remember how to perform and repeat a skill.</p> <p>Think about and discuss how a performance has improved over time.</p>	<p>Understand how to be safe in &amp; around water by self and with others.</p> <p>Know what they would have to do in an emergency around water.</p> <p>Is safe at all times and shares apparatus / space / equipment with others. Carry / move equipment correctly &amp; safely. Moves around, into &amp; out of water carefully.</p> <p>Opportunities to work &amp; collaborate with others in different activities.</p> <p>Start to compare performances with others.</p> <p>Understand the reasons for &amp; follows instructions at all times.</p>

## KEY STAGE 2 – OUTDOOR & ADVENTUROUS ACTIVITIES

	 <b>HANDS (DOING)</b>	 <b>HEAD (THINKING)</b>	 <b>HEART (FEELING / BEHAVIOUR)</b>
<b>Outdoor and Adventurous activities</b>	<p>Experience using a map to orientate around a short course.</p> <p>Develop understanding of symbols used on a map.</p> <p>Practise completing tasks in a set time.</p> <p>Experience den building, camp building, hunting, tree climbing &amp; rope swings during Forest School sessions.</p> <p>Practise orientating self around a short course with more accuracy.</p> <p>Experience different roles within a group activity.</p> <p>Experience den building, camp building, hunting, tree climbing &amp; rope swings during Forest School sessions.</p> <p>Learn to use a range of equipment independently.</p> <p>Will be able to take on different roles within a group activity.</p>	<p>Opportunities to communicate with others.</p> <p>Can choose their role in team building / co-operation activities.</p> <p>Opportunities to select the best equipment for an activity.</p> <p>Start to think about effectiveness of personal performance in a group activity.</p> <p>Shows improvement in communicating clearly with others.</p> <p>Can talk about how they used/modified a skill / technique and say how that affected the outcome.</p>	<p>Understand how to be safe around others.</p> <p>Know what they would have to do in an emergency outside.</p> <p>Safe at all times and share apparatus / space / equipment with others. Carry / move equipment correctly &amp; safely. Move around outside carefully.</p> <p>Opportunities to work &amp; collaborate with others in different activities.</p> <p>Start to compare performances with others.</p> <p>Understand the reasons for &amp; follows instructions at all times.</p>



**PHYSICAL EDUCATION  
END OF KEY STAGE EXPECTATIONS:**

**EYFS – RECEPTION**

Co-operate, share and take turns. Be safe and show spatial awareness. Listen to teacher and other pupils. Can control body and practise large and small movements and actions with and without equipment. Will learn to skip and hop. Can dance to different kinds of music. Will try new ways to move. Know importance of physical activity and healthy diet.



**KEY STAGE 1**

Follow instructions & rules. Move around space, others & apparatus/equipment safely. Share space and equipment. Co-operate with self and others. Talk to a partner. Compete against self and others in different activities & games. Develop basic movement skills (agility, balance, co-ordination) in a variety of activities such as games & athletic activities, gymnastic activities and dance activities. Learn how to improve skills and make simple decisions. Keep body moving and move at different speeds. Develop confidence when challenged to try something new or more difficult. Understand why we need to warm up. Know how important it is to be active and be able to make healthy choices.



**KEY STAGE 2**

Follow and understand all rules in activities. Comply with and understand rules of fair play. Learn to be resilient when not successful at first. Know why exercise is good for your health & well-being and know ways to become healthier. Can lead a warm-up & describe why it is important. Will say positive things about own performance and ability. Co-operate with self and others in activities. Talk to a partner. Compete against self and others in different activities & games. Know how to use basic attacking and defending principles. Enjoy improving movement skills (agility, balance, co-ordination, flexibility, stamina, speed, strength & power) in a variety of activities such as games & athletic activities, gymnastic activities, dance activities, outdoor & adventurous activities and swimming & self-rescue activities. Know importance of performing skills to best of ability. Make decisions on own and with others. Show confidence and improved body control/technique when challenged to try something new or more difficult. Compare performances to previous ones and learn to evaluate a performance through observation and image capturing.