

Physical Education: Key Stage 1

	Athletics	Competitive Games	Gymnastics
	<i>use running, jumping, throwing and catching in isolation</i>	<i>master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</i>	<i>developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>
Year 1	<ul style="list-style-type: none"> • Run at different speeds, starting and stopping • Move in different directions • Jump from a standing position • Throw objects with one hand (over arm and underarm) 	<ul style="list-style-type: none"> • Practise throwing and catching with a partner • Work as a team to achieve an end goal • Practise techniques linked to attacking and defending 	<ul style="list-style-type: none"> • Make body curled, tense, stretched and relaxed • Control body when travelling and stopping • Copy sequences and repeat them • Roll, curl, travel and balance in different ways
Year 2	<ul style="list-style-type: none"> • Change speeds whilst running • Change direction whilst running • Jump accurately from a standing position • Throw a variety of objects with one hand 	<ul style="list-style-type: none"> • Use hitting, kicking and/or rolling in a game • Decide the best space to be in during a game • Use a tactic in a game • Follow rules 	<ul style="list-style-type: none"> • plan and perform a sequence of movements • improve sequence based on feedback • think of more than one way to create a sequence which follows some 'rules'

	Dance	Outdoor and Adventurous Activity	Evaluate
	<i>perform dances using simple movement patterns</i>	<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>
Year 1	<ul style="list-style-type: none"> • Perform own dance moves • Copy or make up a short dance • Move safely in a space 	<ul style="list-style-type: none"> • Work cooperatively and successfully as part of a team with support • Begin to plan how to solve problems • Introduction to directions – North, South, East, West 	<ul style="list-style-type: none"> • Comment on my own and others performances
Year 2	<ul style="list-style-type: none"> • Change rhythm, speed, level and direction in dance • Make a sequence by linking sections together in a group and individually • Use dance to show a mood or feeling 	<ul style="list-style-type: none"> • Work cooperatively and successfully as part of a team • Plan how to solve problems • Use directions when following a simple map/route 	<ul style="list-style-type: none"> • Comment on my own and others performances and suggest improvements

Physical Education: Key Stage 2

	Athletics	Competitive Games	Gymnastics
	<i>use running, jumping, throwing and catching in isolation and in combination</i>	<i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i>	<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>
Year 3	<ul style="list-style-type: none"> • Run at fast, medium and slow speeds; changing speed and direction • Take part in a relay, remembering when to run and what to do • Make up and repeat a short sequence of linked jumps • Throw a variety of objects, changing their action for accuracy and distance 	<ul style="list-style-type: none"> • Be aware of space and use it to support team-mates and to cause problems for the opposition • Throw, catch and bat with control when under limited pressure • Know and use rules fairly 	<ul style="list-style-type: none"> • Adapt sequences to suit different types of apparatus and criteria • Explain how strength and suppleness affect performance • Compare and contrast gymnastic sequences, commenting on similarities and differences • Adapt sequences to suit different types of apparatus and their partner's ability
Year 4	<ul style="list-style-type: none"> • Sprint over a short distance and show stamina when running over a long distance • Jump in different ways with control when taking off • Throw in different ways and hit a target, when needed 	<ul style="list-style-type: none"> • Hit and kick a ball accurately with control • Vary tactics and adapt skills depending on what is happening in a game • Use techniques to pass, dribble and shoot 	<ul style="list-style-type: none"> • Move in a controlled way • Include change of speed and direction in a sequence • Work with a partner to create, repeat and improve a sequence with at least three phases
Year 5	<ul style="list-style-type: none"> • Jump with control when taking off and landing • Throw with increasing accuracy • Combine running and jumping 	<ul style="list-style-type: none"> • Gain possession by working a team and pass in different ways • Move to find a space when they are not in possession during a game • Choose a specific tactic for defending and attacking • Use a number of techniques to pass and hit 	<ul style="list-style-type: none"> • Make complex extended sequences • Combine action, balance and shape • Perform consistently to different audiences • Follow a set of 'rules' to produce a sequence
Year 6	<ul style="list-style-type: none"> • Demonstrate stamina and increase strength • Use their skills in different situations 	<ul style="list-style-type: none"> • Agree and explain rules to others • Work as a team and communicate a plan • Lead others in a game situation when the need arises 	<ul style="list-style-type: none"> • Combine own work with that of others • Link sequences to specific timings

Physical Education: Key Stage 2

	Dance	Outdoor & Adventurous Activity	Evaluate
	<ul style="list-style-type: none"> perform dances using a range of movement patterns 	<ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best
Year 3	<ul style="list-style-type: none"> Improvise freely and translate ideas from a stimulus into movement Share & create phrases with a partner & small group Remember and repeat dance perform phrases 	<ul style="list-style-type: none"> Follow a map in a familiar context Use clues to follow a route Follow a route safely Move from one location to another following a map 	<ul style="list-style-type: none"> Compare and contrast gymnastic sequences Recognise own improvement in ball games
Year 4	<ul style="list-style-type: none"> Take the lead when working with a partner or group Use simple motifs and movement patterns to structure dance phrases Refine, repeat and remember dance phrases and dances Use dance to communicate an idea 	<ul style="list-style-type: none"> Follow a map in a (more demanding) familiar context Follow a route within a time limit Use clues to follow a route safely and within a time limit. 	<ul style="list-style-type: none"> Provide support and advice to others in gymnastics and dance Explain how their work is similar and different from that of others Be prepared to listen to the ideas of others
Year 5	<ul style="list-style-type: none"> Compose own dances in a creative way Perform dance to an accompaniment Compose motifs and plan dances creatively and collaboratively in groups Dance shows clarity, fluency, accuracy, consistency Perform different styles of dance clearly and fluently 	<ul style="list-style-type: none"> Follow a map into an unknown location Use clues and a compass to navigate a route Change route to overcome a problem Use new information to change route 	<ul style="list-style-type: none"> Pick up on something a partner does well and also on something that can be improved Know why own performance was better or not as good as their last
Year 6	<ul style="list-style-type: none"> Perform to an accompaniment expressively and sensitively develop sequences in a specific style Choose own music and style Understand how dance helps to keep them healthy Use appropriate criteria to evaluate and refine their own and others' work 	<ul style="list-style-type: none"> Plan a route and a series of clues for someone else Plan with others, taking account of safety and danger 	<ul style="list-style-type: none"> Know which sports they are good at and find out how to improve further

Swimming lessons to be taught by swimming coaches in Year 3, 4 and 5

- Swim competitively, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations