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| **P.E.** | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Health Skills** | **Moving & Handling*** Can children show good control and co-ordination in large and small movements?
* Can they move confidently in a range of ways, safely negotiating space?
* Can they handle equipment and tools effectively, including pencils for writing?

**Health & Self-care*** Do children know the importance for good health of physical exercise, and healthy diet?
* Can they talk about ways to keep healthy and safe?
* Can they manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently?
 | * Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.
 | * Identify physical activities that contribute to fitness.
* Recognise the “good health balance” of nutrition and physical activity.
 | * Recognise that strength and suppleness are important parts of fitness.
* Develop calming techniques and self-regulate emotions with an adult.
 | * Examines the health benefits of participating in physical activity.
 | * Understand fully why exercise is good for fitness, health and wellbeing.
* Develop calming techniques and self-regulate emotions.
 | * Understand fully why exercise is good for fitness, health and wellbeing.
* Identify activities that help develop stamina or power and suggest how some can be used in other types of activities.
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| **Personal Skills** | * Develop confidence and resilience.
* Describe the differences in the way their body works and feels when playing different games.
* Complete fairly showing good sportsmanship.
 | * Work and compete individually and with others.
* Develop competence.
* Develop confidence.
* Know playing games is good for them and describe what it feels like.
* Know running, jumping and throwing is good for them and describe what it feels like.
* Compete fairly showing good sportsmanship.
 | * Begin to understand the importance of warming up.
* Identify that playing extended games improves their stamina.
* Compete fairly showing good sportsmanship individually and with others.
* Develop competence and confidence.
* Recognise when their body is warmer or cooler and when their heart beats faster and slower.
* Get changed from PE kit independently in 3 minutes.
 | * Work and compete individually and with others.
* Develop confidence.
* Develop competence.
* Understand how strength, stamina and speed can be improved by playing games.
* Compete in small sided games fairly showing good sportsmanship.
* Recognise when their body is warmer or cooler and when their heart beats faster and slower.
* Recognise that strength and suppleness is an important part of fitness.
* Get changed to and from PE kit independently in 3 minutes.
 | * Work and compete individually and with others.
* Develop competence.
* Develop confidence.
* Compete in small sided games fairly showing good sportsmanship.
* Recognise that strength and supplement are important parts of fitness.
* Recognise when their body is warmer or cooler and when their heart beats faster and slower.
* Get changed to and from PE kit independently in 3 minutes.
 | * Work and compete individually and with others.
* Develop competence.
* Develop confidence.
* Compete in small sided games fairly showing good sportsmanship.
* Compete in a range of team events.
* Get change to and from PE kit independently in 2 minutes.
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| **Physical Skills** | * Develop fundamental skills (including running, jumping, throwing and catching).
* Improve running technique and run for longer distances.
* Perform a run and jump sequence.
* Develop an under and over arm throwing action.
* Maintains stillness on different bases of support with different body shapes.
* Develop basic strength and flexibility.
* Perform basic actions using changes in speed and direction, including travelling, rolling, jumping, climbing and stay still when required.
* Link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end.
 | * Develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching).
* Show good awareness of space and the action of others,
* Compete in small sided games fairly showing good sportsmanship.
* Develop basic strength and flexibility.
* Run with a good technique at different speeds.
* Perform a two footed jump.
* Show a good throwing technique and extend accuracy and distance.
* Perform basic gymnastic actions with control and coordination.
 | * Master fundamental movement skills with a good level of consistency when moving and standing still (specifically master basic movements including running, jumping, throwing and catching).
* Throw and catch with control when under limited pressure to keep possession and score goals.
* Show awareness of opponents and teammates during games.
* Select running speed for appropriate activity.
* Make up and repeat a short sequence of linked jumps.
* Adapt a gymnastic sequence to include different levels, speeds and directions.
* Use more detailed plans and diagrams that take them from familiar to less familiar areas.
* Develop gymnastic techniques and transitions.
 | * Throw and catch with control when under limited pressure to keep possession and score goals.
* Change pace, length and direction to outwit their opponent.
* Show some control when using a range of basic running, jumping and throwing actions with some accuracy and power to target the area.
* Perform a range of gymnastic actions with increased consistency and fluency.
* Performa range of jumps showing contrasting actions on the floor and apparatus.
* Combine actions and show clarity of shape in longer sequences, alone or with a partner.
* Perform dances using a range of movement patterns.
 | * Use a large range of sending, receiving and travelling techniques in games, with varied control.
* Demonstrate a range of throwing actions using modified equipment with some accuracy and control.
* Understand and demonstrate the difference between sprinting and distance running.
* Show control in take-off activities.
* Work cooperatively to put strategies and solutions into action.
* Develop and refine orienteering and problem-solving skills when working in groups and on their own.
* Perform dances using a range of movement patterns.
* Perform combinations of gymnastics actions with different levels, speeds and directions.
 | * Use a large range of sending, receiving and travelling techniques in games, with varied control.
* Perform skills with greater speed, fluency and accuracy in invasion, striking and net games.
* Choose the best pace for a running event, in order to sustain running and improve their personal target.
* Show control and power in take-off and landing activities.
* Show accuracy and good technique when throwing for distance.
* Find appropriate solutions to problems and challenges.
* Perform dances using a range of movement patterns.
* Work with a partner or small group to practise and refine a sequence.
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| **Thinking Skills** |  | * Develop simple tactics for attacking and defending and ways to score.
* Describe some basic rules.
* Show good awareness of space and the actions of others.
* Watch describe and comment on what they have seen.
* Develop ways to score.
 | * Show good awareness of space and the actions of others during games.
* Use a variety of simple tactics in small sided games.
* Describe some basic rules.
* Begin to watch others and focus on specific actions to improve own skills.
* Handle apparatus safely and recognise risks involved.
 | * Show good awareness of space and the actions of others.
* Use simple rules fairly and extend them to devise their own games.
* Recognise good performances in themselves and others and use what they have learned to improve their own work.
* Take part in relay activities remembering when to run and what to do.
 | * Describe their own and others’ performance, making simple judgements about the quality of performances and suggesting ways they could be improved.
* Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.
* Work in cooperative groups to use different techniques, speed and effort to meet challenges.
* Handle apparatus safely and recognise risks involved.
 | * Know and apply the basic strategic and tactical principles of some games and adapt them to different situations.
* Show good awareness of space and the actions of others.
* Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.
* Identify good performances and suggest ideas for practices that will improve their play.
* Work in cooperatives groups to use different techniques, speeds and effort to meet challenges.
* Predict how different activities will affect heart rate, temperature and performance.
* Evaluate a sequence and suggest improvements to speed, direction and level, applying some basic criteria.
 | * Understand and choose a range of tactics and strategies for defence and attack.
* With help, devise warm up and cool down activities and justify their choices.
* Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.
* Develop their ability to evaluate their own and others’ work, and to suggest ways to improve it using appropriate terminology.
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