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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. |
| **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. |
| **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. |
| **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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