

 Reception / EYFS	Year 1	Year 2	Year 3	Year 4	
Autumn 1	Gymnastics – Balance, Agility and Coordination	Gymnastics – Balance, Agility and Coordination	Gymnastics – Movement	Gymnastics – Strength and Conditioning.	Gymnastics – Strength and Conditioning.
	Games – Fundamentals of Sport	Games – Fundamentals of Sport (ball skills)	Games – Basketball/netball	Games – Basketball	Games – Basketball
Autumn 2	Dance (related to learning/book)	Dance (related to learning/book)	Dance (related to learning/book)	Dance (related to learning/book)	Dance (related to learning/book) -
	Games – Fundamentals of Sport	Games – Fundamentals of Sport (ball skills)	Games – Football	Games – Football.	Games – Football.
Spring 1	Gymnastics – Fundamentals of Movement	Gymnastics – Sequences	Gymnastics – Sequences	Play Leaders	Gymnastics – Sequences
	Games – Fundamentals of Sport	Games – Fundamentals of Sport (ball skills)	Games – Invasion Tactics	Games – Hockey.	Games – Hockey.
Spring 2	Gymnastics & Dance incorporated	Gymnastics & Dance incorporated	Gymnastics & Dance incorporated	Gymnastics & Dance incorporated	Gymnastics & Dance incorporated
	OAA – Teamwork	OAA – Problem solving / basic maps	OAA – Collaborative problem solving	OAA	OAA
Summer 1	Athletics	Athletics	Athletics	Athletics	Athletics
Summer 2	Tennis	Tennis	Tennis	Tennis	Tennis
	OAA / Athletics	OAA / Athletics	OAA / Athletics	OAA	OAA



Indoor Learning



Outdoor Learning

Six areas of disciplinary and substantive knowledge which underpin the CRSAAT Primary PE Curriculum

The assessment framework is structured to set out progression in the six disciplines of the PE curriculum.

This framework is designed to inform how we plan for children to improve year by year and assess how well they are improving. Children develop disciplinary and substantive knowledge sequentially, reinforced by regular revision of what they have learned previously, through the disciplines of Games, Gymnastics, Athletics, Dance, Outdoor and Adventurous activities and Swimming.

This framework should be used alongside the co-design documentation, in particular the examples of basic skills and techniques in the different disciplines for each year group.

These six areas of the PE curriculum are taught within 4 strands: **Acquiring and developing knowledge and skills**, **selecting and applying knowledge and skills**, **knowledge and understanding of fitness and health** and **evaluating and improving performance**.

Games	During the primary years, children develop the skills required to apply their growing knowledge to practical activity. They become increasingly technical and accurate in their performance and in evaluating their work to identify how to improve further. Our games curriculum supports the ambition for our children to become confident, understand how playing games is good for health and well-being, raising self-esteem, become leaders as well as giving opportunities to work collaboratively, co-operatively and build resilience through competition.
Gymnastics	Gymnastics is a perfect vehicle for teaching movement concepts, developing and maintaining overall body fitness, fostering personal and social responsibility, and encouraging self-expression while enhancing self-esteem. It is an essential contributor to the development of children's physical literacy. Our gymnastic curriculum is founded on fundamental movements skills which become more complex year on year as they progress. Evaluation of performance and improvement becomes more precise as children become more knowledgeable and competent.
Athletics	Inclusivity is of paramount importance throughout our entire PE curriculum and none more so than in athletics. Our curriculum is built around disciplinary and subjective knowledge of running, jumping and throwing which underpin almost every other sport and it is important that children make connections between them. Initially, success is not measured by comparison with others but on personal striving and progress. As children progress, the activities become more formalised so that it is possible to have competition within a clearly defined range of challenges.
Dance	Our curriculum provides children with opportunities to use movement imaginatively, responding to stimuli, including music, and performing basic skills. Year on year, children build their disciplinary and substantive knowledge so their performance becomes more accomplished. The curriculum is designed so children learn about dance from different cultures and periods of history which enhances learning across other curriculum subject areas such as music, history, geography and MFL.
Outdoor and Adventurous	OAA experiences give opportunities for children to overcome personal barriers, enhance their self-esteem and develop a love and engagement for sports and adventurous activities in the outdoors. Our curriculum enables them to make and apply decisions around a range of contexts with a focus on developing precise communication strategies and co-operatively solving challenges whilst applying fundamental movement skills in a range of activities.
Swimming	Swimming is a vital life skill particularly with a wide range of rivers, lakes and canals, close to the locations of all our schools. Children build their competencies over time so they can learn how to swim and know how to stay safe in and around water. Whilst the curriculum is progressive, our schools decide in which years to teach swimming according to their context. They provide swimming instruction either in Key stage 1 and/or Key stage 2 to ensure that children can achieve the Primary National Curriculum expectations as a minimum.

Games Key Stage 1

	Year 1	Year 2
Acquiring and Developing	Send and receive a ball with hands and feet and with a variety of equipment. Explore movement using speed and direction with a range of equipment.	Improve co-ordination and control when using a range of equipment. Explore a combination of skills when playing small game activities.
Selecting and Applying	Outwit an opponent through changing direction and speed. Select skills and equipment for a purpose. Follow and describe simple rules.	Select and use simple tactics to outwit an opponent. Invent simple rules for small game activities. Choose a range of equipment to suit the activity.
Knowledge and Understanding of Fitness and Health	Talk about how to work in a safe space.	Discuss the changes that happen to their bodies when engaged in small game activities.
Evaluation and Improvement	Talk about what they see a partner/others are doing. Copy good practice.	Explain how to use simple tactics to work effectively as a team. Describe what is successful in their own and others' work and make suggestions of how it could be improved.

Games Key Stage 2 - Invasion

	Yr 3	Yr 4	Yr 5	Yr 6
Acquiring and Developing	<p>Explore skills and tactics to keep possession and to move up a playing area.</p> <p>Explore skills in dodging, marking, signalling and interception.</p> <p>Develop the quality of passing, receiving and shooting using a range of equipment.</p>	<p>Explore dodging, marking, signalling and intercepting in a variety of mini games activities.</p>	<p>Experiment in becoming proficient in passing and dribbling a ball.</p> <p>Explore shooting at a target with increasing accuracy.</p>	<p>Explore the roles and positions within a team.</p> <p>Explore different techniques for effective attack and defence.</p>
Selecting and Applying	<p>Choose strategies for attack and defence in small-sided games.</p> <p>Explore how space can be used in a variety of ways to gain a advantage.</p>	<p>Experiment using a range of tactical skills in small games.</p> <p>Talk about the rules of the game and work collaboratively and safely.</p>	<p>Adapt basic invasion principles to different situations.</p> <p>Explain their choices of application.</p>	<p>Explain, with reasoning, how to combine skills with more fluency and effectiveness in invasion games.</p> <p>Apply the principles of team play.</p> <p>Use a range of tactics in attack and defence.</p>
Knowledge and Understanding of Fitness and Health	<p>Talk about what activities help to build speed, strength and stamina.</p>	<p>Describe the short-term effects of exercise on the body.</p> <p>Describe a variety of ways to improve stamina.</p>	<p>Explain why warming up is important for good quality performance.</p> <p>Explain some safety considerations for an invasion game.</p>	<p>Explain how exercise improves fitness.</p> <p>Create warm-up sequences and explain their ideas.</p>
Evaluation and Improvement	<p>Through observation, suggest how the tactics of defence and attack can be improved.</p>	<p>Describe the impact of co-operative work on team performance.</p>	<p>Explain how well specific aspects of invasion games are executed.</p> <p>Using accurate technical language, suggest how own performance can be improved.</p>	<p>Describe the best aspects of an individuals performance, identify areas for improvement and suggest ideas for improvement.</p>

Games Key Stage 2 - Net and Wall

	Yr 3	Yr 4	Yr 5	Yr 6
Acquiring and Developing	<p>Explore a variety of basic shots using a racket/bat.</p> <p>Develop an awareness of body position and balance.</p>	<p>Experiment using a variety of shots.</p> <p>Develop control and accuracy when using a racket or hand to make a shot.</p> <p>Explore body weight and body position when making and receiving shots.</p>	<p>Explore basic shots in a range of situations.</p> <p>Explore effective positioning on a court to help successful returns.</p>	<p>Experiment using recognised shots.</p> <p>Develop angles, speed and direction with consistency.</p>
Selecting and Applying	<p>Select and use a range of shots in different situations with some consistency.</p> <p>Explore appropriate places to stand when receiving.</p>	<p>Choose from a range of shots when playing short games.</p> <p>Follow simple rules in a game</p>	<p>Use a range of basic shots on both sides of the body in a game.</p> <p>Design rules for a game.</p> <p>Demonstrate simple tactics when playing a game.</p>	<p>Use skills consistently and with control when competing.</p> <p>Use and adapt rules from knowledge of basic games principles.</p>
Knowledge and Understanding of Fitness and Health	<p>Identify and describe some activities suitable for a warm-up.</p>	<p>Describe how stamina improves performance.</p>	<p>Explain how warm-up prepares for playing a game.</p>	<p>Using accurate vocabulary, explain how playing a game affects their bodies.</p>
Evaluation and Improvement	<p>Talk about how correct body position can improve performance.</p> <p>Describe a range of strokes for a purpose.</p>	<p>Describe own and others' strengths and make suggestions for improvements based on identifies criteria.</p> <p>Adapt and refine rules to improve a game.</p>	<p>Use feedback about performance to positively influence their own and others' play.</p>	<p>Explain how tactics can improve success in a game.</p> <p>Identify improvement that could be made and make recommendation on how to improve a specific skill or tactic.</p>

Games Key Stage 2 - Striking and Fielding

	Yr 3	Yr 4	Yr 5	Yr 6
Acquiring and Developing	<p>Explore ways to consistently strike a ball into an area.</p> <p>Explore ways to intercept a ball and return accurately.</p>	<p>Investigate striking skills to be able to hit a ball with control and confidence.</p> <p>Develop throwing skills to improve distance and accuracy.</p>	<p>Explore skills of striking using game-specific bats.</p> <p>Explore bowling for accuracy and control.</p> <p>Investigate how and when to move when fielding a ball.</p>	<p>Investigate a correct striking stance.</p> <p>Explore directing a ball at different angles and speeds.</p>
Selecting and Applying	<p>Use simple tactics in a game situation.</p> <p>Select and talk about effective throws when fielding.</p>	<p>Choose from a selection of striking and fielding tactics to suit a range of situations.</p> <p>Describe how they are developing their skills by playing a game they have created.</p>	<p>Identify and select appropriate shots in a small-sided game with increased confidence.</p> <p>Apply effective fielding skills for a purpose in a competitive game.</p>	<p>Explain the tactics that can be used between bowler/wicket keeper/ backstop/bases.</p> <p>Demonstrate confidence and effectiveness in a range of small-sided games.</p>
Knowledge and Understanding of Fitness and Health	<p>Describe the importance of warm-ups.</p>	<p>Take part in warm-up activity.</p> <p>Make some suggestions about what might be included in a warm-up.</p>	<p>Explain the affect that a warm-up has on performance.</p>	<p>Plan, perform and demonstrate warm-up activities.</p>
Evaluation and Improvement	<p>Identify simple tactics and describe how they enhance the performance.</p>	<p>Describe, using accurate subject specific language, what they need to practise to improve their performance.</p> <p>Identify areas of a game that could be improved.</p>	<p>Observe the performance of others and recommend practices to improve their play.</p>	<p>Identify what can be improved in own performance and determine ways of improving with peers.</p>

Gymnastics

	Y1	Y2	Y3	Y4	Y5	Y6
Acquiring and Developing	<p>Explore basic actions: roll, jump, balance, climb.</p> <p>Copy individual movements and repeat. Explore compositional principles.</p>	<p>Explore a greater range of movements for each of the basic skills.</p> <p>Explore twisting, spinning and turning actions.</p> <p>Explore applying a range of compositional principals.</p>	<p>Explore sequences of contrasting movements using a range of basic actions and compositional principles.</p> <p>Experiment using space and more complex apparatus.</p>	<p>Experiment with and add to repertoire of basic actions.</p> <p>Experiment using symmetrical and asymmetrical shapes.</p> <p>Explore designs for apparatus work stations.</p>	<p>Explore a range of basic actions to include use of rotation and rolling around 3 different axes.</p>	<p>Investigate different ways of working in partnership or small groups.</p> <p>Explore special relationships and timing with a partner.</p>
Selecting and Applying	<p>Link 2/3 movements to create a short sequence on and off the apparatus.</p> <p>Adapt movements using compositional principles.</p>	<p>Explore sequences using 3 unlike actions having a clear beginning, middle and end.</p> <p>Use controlled movements.</p> <p>Adapt sequences to apparatus.</p>	<p>Construct short sequences, moving smoothly and fluently from one action to another using a variety of levels.</p> <p>Adapt sequences onto apparatus.</p>	<p>Create a design for a work station on which to perform their sequence.</p> <p>Select actions that link smoothly using similar and contracting shapes.</p> <p>Apply compositional changes to enhance performance.</p>	<p>Create, practise and refine longer and more complex sequences including changes of direction, speed, level and rotation.</p> <p>Adapt sequences to include partner and group work.</p>	<p>Practise using variations of compositional principles to add complexity.</p> <p>Adapt sequences to a range of different apparatus layouts.</p>
Knowledge and Understanding of Fitness and Health	<p>Lift, carry and site apparatus safely.</p> <p>Describe how their body feels after exercise.</p>	<p>Talk about how their body feels during and after exercise.</p>	<p>Identify some muscle groups used in gymnastic activities.</p> <p>Talk about the importance of strength and suppleness.</p>	<p>Describe how strength and suppleness can be improved.</p> <p>Devise a routine of stretching exercises that prepare for gymnastics.</p>	<p>Explain why warming up is important to good quality performance.</p>	<p>Discuss the importance of warming up and cooling down.</p> <p>Explain the need for physical activity in a healthy life-style and justify their reasons.</p>

<p>Evaluation and Improvement</p>	<p>Observe, copy and describe what others have done well.</p> <p>Describe how to lift, carry and site apparatus safely.</p>	<p>Observe peers' performances and identify tension, extension, control and co-ordination.</p> <p>Improve own movement.</p>	<p>Evaluate own performance and make improvements through adapting compositional principles.</p>	<p>Compare the performance of professional gymnasts to their own with a focus on strength, suppleness, control and fluency and suggest how they can improve.</p>	<p>Work in pairs to identify ways to improve composition.</p> <p>Make adaptations.</p>	<p>Judge the quality of performance against set criteria and give effective feedback.</p>
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	Athletics					
	Y1	Y2	Y3	Y4	Y5	Y6
Acquiring and Developing	<p>Explore and improve different directions and speeds when moving on feet.</p> <p>Explore combinations of jumping and landing. Experiment with throwing a variety of equipment.</p>	<p>Develop an awareness/connection between speed and distance.</p> <p>Build co-ordination over low obstacles.</p> <p>Begin to control take-off and landing. Explore two-handed and one-handed throws.</p>	<p>Explore posture and use of arms to further develop fluency and co-ordination in running. Develop spatial awareness when approaching obstacles. Explore leading with left and right leg over obstacles, take off, flight and landing. Experiment with push and pull throws.</p>	<p>Explore techniques to successfully run races as an individual and in a team. Investigate a more controlled body position in take-off, flight and landing. Refine push and pull throwing actions. Explore fling and heave throws.</p>	<p>Develop more consistency of actions in a variety of events and increase the number of techniques used.</p> <p>Develop functional skills for high and horizontal jumps.</p>	<p>Develop sustained speed over a longer duration of time/distance.</p> <p>Refine and develop throwing and jumping techniques for a range of events.</p>
Selecting and Applying	<p>Select skills and equipment for a purpose. Experiment with speed of movement in an activity. Create a sequence of jumps, remember and repeat.</p>	<p>Build fluency, speed and economy of running style over obstacles and with apparatus. Begin to select jumps for distance and height. Select appropriate throws to match equipment to task.</p>	<p>Select starting position and stride length for an activity. Identify and use the best jump for a purpose. Choose an appropriate throwing action for a specific purpose.</p>	<p>Choose and apply appropriate stride patterns, jumps and throws for a given activity. Use and refine throwing techniques within small games and competitions.</p>	<p>Apply skills effectively when taking part in competition.</p>	<p>Choose appropriate techniques for specific events and explain choices. Apply refined techniques when taking part in competition. Work successfully as a member of a team in events.</p>
Knowledge and Understanding of Fitness and Health	<p>Notice physical changes in the body after activity. Talk about how to stay safe when performing tasks.</p>	<p>Describe what the body feels like in different activities. Talk about why working in a space is important to keep us safe.</p>	<p>Describe why warm-ups are important. Identify how implements thrown should be retrieved safely.</p>	<p>Explain the importance of warm-ups for physical activity.</p>	<p>Describe safe landing areas and why obstacles should fall easily if struck. Use smooth surfaces to jump next to when experimenting with jumping for height. Explain how athletics activities are important in other sports.</p>	<p>Devise and teach warm-up activities suitable for a specified event. Explain how athletic activities enhance fitness giving examples from a variety of disciplines.</p>
Evaluation and Improvement	<p>Observe and describe what they and a partner is doing. Talk about what they see and copy good practice.</p>	<p>Describe good techniques for a specific skill. Make recommendations about how to improve an activity.</p>	<p>Describe leg and arm actions of elite athletes. Suggest how to improve technique based on observations.</p>	<p>Describe basic techniques for running, throwing and jumping and evaluate work of peers using the basic criteria.</p>	<p>Describe good aspects of performance and what requires more practice.</p>	<p>Compare athletic techniques with those used in other sports. Explain how peers can improve their performance.</p>

	Dance					
	Y1	Y2	Y3	Y4	Y5	Y6
Acquiring and Developing	Perform basic actions of travel, jump, travel, turn, gesture and stillness. Repeat and practise learnt movements. Begin to explore the dynamics of movement.	Explore the start and endings of dances. Explore movement patterns in response to a stimulus.	Study a specific dance style. Explore dance composition to begin to sequence motifs to tell a story.	Learn a different style of dance from Year 3. Develop core strength to control movement. Explore how movements flow from one to the next. Experiment with movement to music to convey a definite idea.	Study another specific dance style from previous years. Create phases, sections and whole dances using precise compositional principles. Explore ideas to music using the count of 8.	Experiment with a variety of props. Explore combinations of movement with fluency. Structure part/whole dances.
Selecting and Applying	Explore feelings and ideas through movement. Create short phrases, learn and repeat.	Select movements to express ideas, feelings and characterisation. Explore movements to a variety/range of music.	Use own or others ideas to select movement for the dance style being studied. Select a variety of levels and speeds and apply throughout the dance.	Select music for a purpose. Use props to enhance a dance style.	Select 2 pieces of music for a composition with changes of speed and tempo. Use improvisation to combine movements fluently. Experiment with peers to create a performance.	Select appropriate props for dance style being choreographed. Practise a choreographed performance with clarity and sensitivity to accompaniment, communicating a dance idea with a partner and in a group.
Knowledge and Understanding	Move confidently and safely in their own and general space.	Describe how the body feels during dance.	Describe how dance contributes to fitness and wellbeing.	Explain the importance of warming up. Give examples of how dance contributes to fitness and wellbeing.	Explain how dance can enhance performance in other physical activities.	Explain how dance contributes to positive mental health.
Evaluation and Improvement	Talk about the movements, skills and dynamics in a phrase.	Talk about own or partner's motif and suggest improvements by adding stillness or varying speed of movement.	Explain how their movements tell a story using the vocabulary of dance. Discuss how movements could be improved.	Investigate professional dancers in the genre being studied. Select elements of a professional dance and adapt to make improvements to own performance.	Reflect on the effectiveness of compositional principles used, make adaptations and talk about the impact of these. Practise and refine performance in preparation to perform to an audience.	Use IT to support analysis and evaluation of own performance. Adapt own performance and improve ready for a performance to an external audience.

Outdoor and Adventurous

	Y1	Y2	Y3	Y4	Y5	Y6
Acquiring and Developing	Explore speaking about and listening to ideas. Talk about and describe a simple map.	Test out ideas to find solutions to a problem.	Experiment using 4 compass points when following a basic route. Explore communication skills.	Experiment using communication and physical skills. Describe ways to record observations.	Determine a preferred route from a map. Explain how to match the ground to the north point on a map.	Demonstrate precise communication skills.
Selecting and Applying	Explore working in a group to solve a problem.	Physically support peers in a group to overcome a problem. Follow a basic route and record observations. Communicate as part of a team.	Use accurate directional language when giving instructions. Describe some skills required to work effectively in a group.	Describe a range of problem-solving strategies. Demonstrate basic skills of co-operation and suggest adaptations in a competitive situation.	Build ideas, through collaboration, to solve a problem. Explain the choices made by the group and justify them.	Explain how they planned a course for a specific purpose. Describe the skills required to execute the plan effectively.
Knowledge and Understanding of Fitness and Health	Talk about why trust is important when working as a member of a group.	Describe examples of safety rules when solving physical problems.	Talk about how it feels to successfully overcome a challenge. Discuss how it feels to fail at completing a challenge.	Describe some strategies to keep safe during aspects of problem solving.	Explain what should be considered to ensure safety during problem solving activities.	Describe strategies that could be used to build resilience and overcome challenge.
Evaluation and Improvement	Describe their observations of others' work.	Talk about examples of strengths in a group from observations.	Talk about the importance of maintaining focus until the individual task is completed.	Describe the strengths in a group when taking part in games. Suggest possible adaptations.	Describe the collaborative strengths of a group and identify where improvements could be made.	From observations, explain the strengths and weaknesses of a team and make suggestions for improvement.

Swimming Key Stage 1/2

Primary National Curriculum expectations of:

- swimming competently, confidently and proficiently over a distance of at least 25

This means demonstrating:

- use a range of strokes effectively including breast stroke, back stroke and front crawl
- performing safe self-rescue in different water-based situations

(Our schools strive to enable many of our children to achieve far more than this minimum requirement)

Acquiring and Developing	<p>Experiment using a variety of strokes such as breast stroke, back stroke and front crawl. Practise recognisable strokes with co-ordination, strength and stamina. Explore a range of entries into and exits out of the water safely. Practise simultaneous and alternating strokes, on their front and back. Experiment with floatation using a range of shapes on front and back. Practise rotating from back to front and front to back and regaining an upright position. Explore submerging and aquatic breathing. Explore movement through the water in a wide and narrow shape. Push and glide, applying a streamlined shape. Practise survival and self-rescue skills: treading water, Heat Escape Lessening Position (HELP) and Huddle positions, floating and resting in the water, attracting attention, sculling.</p>
Selecting and Applying	<p>Adapt and use a range of strokes, moving effectively and efficiently through the water using alternating and simultaneous strokes on front and back and make choices about the strokes they use to achieve different outcomes and be certain of success. Select and perform safe entries into water in a range of depths. Demonstrate basic survival and self-rescue skills and actions. Explain what to do if others get into trouble. Play competitive games such as water polo and apply basic principles suitable for attacking and defending. (link to invasion games) Perform a continuous swim of more than 25 metres, using recognisable strokes, without the use of aids and with at least part of the swim in deep water. Explain why strokes need to be as strong at the end of the swim as at the start. Competent swimmers; <ul style="list-style-type: none"> • swim for longer distances and for increasing amounts of time with good technique, including breathing. • Use swimming skills and strokes for different purposes e.g. synchronised swimming, games in the water. • Diving • Swimming distance in clothes/buoyancy aids </p>
Knowledge and Understanding	<p>Describe different water environments, how to stay safe when playing in and around water including recognising flags and warning signs and understanding national and local water safety advice. Explain what to do if others get into difficulties. Describe how stamina and strength enhance fitness.</p>
Evaluation and Improvement	<p>Observe and comment on the performance of others and identify areas for improvement.</p>

How learning in the Early Years Foundation Stage provides the range of experiences and a secure knowledge base, on which the KS1 curriculum in PE builds.

Planning for the curriculum and children's learning in the Early Years Foundation Stage uses the elements of the EYFS statutory framework in addition to specific physical education disciplinary and substantive knowledge. This planning is supported through the use of the non-statutory Development Matters guidance.

The EYFS curriculum starts with the child's experience in their family and in their immediate environment. The content of the curriculum is often guided by teachers in response to children's interests and planning needs to take account of the balance between deliberate teaching and spontaneous learning driven by curiosity and purpose.

Children's experiences and learning which, once they are in KS1, can be thought of as typical of work in PE may in Early Years draw upon all the areas of learning - Communication and Language, Personal Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. There will be a strong connection between what children achieve in Physical Development and what they will develop in KS1 in PE, but developmental learning for children in EYFS is not linear, it proceeds in a web of multiple strands.

In our schools, the experiences children gain across the EYFS curriculum are rich in opportunities to develop gross and fine motor skills, solve real problems, to make choices to support their ideas and to articulate their thinking in their play and within structured activities. The way in which the curriculum is designed and experienced by the children supports the development of the characteristics of effective learning in EYFS: playing and exploring, active learning and creating and thinking critically. These are foundational to what lies at the centre of the subject discipline of Physical Education. Children are also given opportunities for generating and experimenting with ideas, practising and refining technique in a range of disciplines, and evaluating their work as it develops towards a finished piece.

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally, and gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. For example, by creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. In our schools, in this subject area, physical development is enhanced by the introduction of discrete PE lessons in the Early Years.

By the end of Y1

	By the end of Y1				
	Games	Gymnastics	Athletics	Dance	Outdoor and Adventurous
Acquiring and Developing	Send and receive a ball with hands and feet and with a variety of equipment. Explore movement using speed and direction with a range of equipment.	Explore basic actions: roll, jump, balance, climb. Copy individual movements and repeat. Explore compositional principles.	Explore and improve different directions and speeds when moving on feet. Explore combinations of jumping and landing. Experiment with throwing a variety of equipment.	Perform basic actions of travel, jump, travel, turn, gesture and stillness. Repeat and practise learnt movements. Begin to explore the dynamics of movement.	Explore speaking about and listening to ideas. Talk about and describe a simple map.
Selecting and Applying	Outwit an opponent through changing direction and speed. Select skills and equipment for a purpose. Follow and describe simple rules.	Link 2/3 movements to create a short sequence on and off the apparatus. Adapt movements using compositional principles.	Select skills and equipment for a purpose. Experiment with speed of movement in an activity. Create a sequence of jumps, remember and repeat.	Explore feelings and ideas through movement. Create short phrases, learn and repeat.	Explore working in a group to solve a problem.
Knowledge and Understanding of Fitness and Health	Talk about how to work in a safe space.	Lift, carry and site apparatus safely. Describe how their body feels after exercise.	Notice physical changes in the body after activity. Talk about how the stay safe when performing tasks.	Move confidently and safely in their own and general space.	Talk about why trust is important when working as a member of a group.
Evaluation and Improvement	Talk about what they see a partner/others are doing. Copy good practice.	Observe, copy and describe what others have done well. Describe how to lift, carry and site apparatus safely.	Observe and describe what they and a partner is doing. Talk about what they see and copy good practice.	Talk about the movements, skills and dynamics in a phrase.	Describe their observations of others' work.

By the end of Y2

	Games	Gymnastics	Athletics	Dance	Outdoor and Adventurous
Acquiring and Developing	<p>Improve co-ordination and control when using a range of equipment.</p> <p>Explore a combination of skills when playing small game activities.</p>	<p>Explore a greater range of movements for each of the basic skills.</p> <p>Explore twisting, spinning and turning actions.</p> <p>Explore applying a range of compositional principals.</p>	<p>Develop an awareness/connection between speed and distance.</p> <p>Build co-ordination over low obstacles.</p> <p>Begin to control take-off and landing.</p> <p>Explore two-handed and one-handed throws.</p>	<p>Explore the start and endings of dances.</p> <p>Explore movement patterns in response to a stimulus.</p>	<p>Test out ideas to find solutions to a problem.</p>
Selecting and Applying	<p>Select and use simple tactics to outwit an opponent.</p> <p>Invent simple rules for small game activities.</p> <p>Choose a range of equipment to suit the activity.</p>	<p>Explore sequences using 3 unlike actions having a clear beginning, middle and end.</p> <p>Use controlled movements.</p> <p>Adapt sequences to apparatus.</p>	<p>Build fluency, speed and economy of running style over obstacles and with apparatus.</p> <p>Begin to select jumps for distance and height.</p> <p>Select appropriate throws to match equipment to task.</p>	<p>Select movements to express ideas, feelings and characterisation.</p> <p>Explore movements to a variety/range of music.</p>	<p>Physically support peers in a group to overcome a problem.</p> <p>Follow a basic route and record observations.</p> <p>Communicate as part of a team.</p>
Knowledge and Understanding of Fitness and Health	<p>Discuss the changes that happen to their bodies when engaged in small game activities.</p>	<p>Talk about how their body feels during and after exercise.</p>	<p>Describe what the body feels like in different activities.</p> <p>Talk about why working in a space is important to keep us safe.</p>	<p>Describe how the body feels during dance.</p>	<p>Describe examples of safety rules when solving physical problems.</p>
Evaluation and Improvement	<p>Explain how to use simple tactics to work effectively as a team.</p> <p>Describe what is successful in their own and others' work and make suggestions of how it could be improved.</p>	<p>Observe peers' performances and identify tension, extension, control and co-ordination.</p> <p>Improve own movement.</p>	<p>Describe good techniques for a specific skill.</p> <p>Make recommendations about how to improve an activity.</p>	<p>Talk about own or partner's motif and suggest improvements by adding stillness or varying speed of movement.</p>	<p>Talk about examples of strengths in a group from observations.</p>

By the end of Year 3 in Games

	Invasion	Nest and Wall	Striking and Fielding
Acquiring and Developing	Explore skills and tactics to keep possession and to move up a playing area. Explore skills in dodging, marking, signalling and interception. Develop the quality of passing, receiving and shooting using a range of equipment.	Explore a variety of basic shots using a racket/bat. Develop an awareness of body position and balance.	Explore ways to consistently strike a ball into an area. Explore ways to intercept a ball and return accurately.
Selecting and Applying	Choose strategies for attack and defence in small-sided games. Explore how space can be used in a variety of ways to gain an advantage.	Select and use a range of shots in different situations with some consistency. Explore appropriate places to stand when receiving.	Use simple tactics in a game situation. Select and talk about effective throws when fielding.
Knowledge and Understanding of Fitness and Health	Talk about what activities help to build speed, strength and stamina.	Identify and describe some activities suitable for a warm-up.	Describe the importance of warm-ups.
Evaluation and Improvement	Through observation, suggest how the tactics of defence and attack can be improved.	Talk about how correct body position can improve performance. Describe a range of strokes for a purpose.	Identify simple tactics and describe how they enhance the performance.

By the end of Year 4 in Games

By the end of Year 4 in Games			
	Invasion	Net and Wall	Striking and Fielding
Acquiring and Developing	Explore dodging, marking, signalling and intercepting in a variety of mini games activities.	Experiment using a variety of shots. Develop control and accuracy when using a racket or hand to make a shot. Explore body weight and body position when making and receiving shots.	Investigate striking skills to be able to hit a ball with control and confidence. Develop throwing skills to improve distance and accuracy.

<p>Selecting and Applying</p>	<p>Experiment using a range of tactical skills in small games.</p> <p>Talk about the rules of the game and work collaboratively and safely.</p>	<p>Choose from a range of shots when playing short games.</p> <p>Follow simple rules in a game</p>	<p>Choose from a selection of striking and fielding tactics to suit a range of situations.</p> <p>Describe how they are developing their skills by playing a game they have created.</p>
<p>Knowledge and Understanding of Fitness and Health</p>	<p>Describe the short-term effects of exercise on the body.</p> <p>Describe a variety of ways to improve stamina.</p>	<p>Describe how stamina improves performance.</p>	<p>Take part in warm-up activity.</p> <p>Make some suggestions about what might be included in a warm-up.</p>
<p>Evaluation and Improvement</p>	<p>Describe the impact of co-operative work on team performance.</p>	<p>Describe own and others' strengths and make suggestions for improvements based on identifies criteria.</p> <p>Adapt and refine rules to improve a game.</p>	<p>Describe, using accurate subject specific language, what they need to practise to improve their performance.</p> <p>Identify areas of a game that could be improved.</p>

By the end of Year 5 in Games

	Invasion	Nest and Wall	Striking and Fielding
Acquiring and Developing	<p>Experiment in becoming proficient in passing and dribbling a ball.</p> <p>Explore shooting at a target with increasing accuracy.</p>	<p>Explore basic shots in a range of situations.</p> <p>Explore effective positioning on a court to help successful returns.</p>	<p>Explore skills of striking using game-specific bats.</p> <p>Explore bowling for accuracy and control. Investigate how and when to move when fielding a ball.</p>
Selecting and Applying	<p>Adapt basic invasion principles to different situations.</p> <p>Explain their choices of application.</p>	<p>Use a range of basic shots on both sides of the body in a game.</p> <p>Design rules for a game.</p> <p>Demonstrate simple tactics when playing a game.</p>	<p>Identify and select appropriate shots in a small-sided game with increased confidence.</p> <p>Apply effective fielding skills for a purpose in a competitive game.</p>
Knowledge and Understanding of Fitness and Health	<p>Explain why warming up is important for good quality performance.</p> <p>Explain some safety considerations for an invasion game.</p>	<p>Explain how warm-up prepares for playing a game.</p>	<p>Explain the affect that a warm-up has on performance.</p>
Evaluation and Improvement	<p>Explain how well specific aspects of invasion games are executed.</p> <p>Using accurate technical language, suggest how own performance can be improved.</p>	<p>Use feedback about performance to positively influence their own and others' play.</p>	<p>Observe the performance of others and recommend practices to improve their play.</p>

By the end of Year 6 in Games

By the end of Year 6 in Games			
	Invasion	Nest and Wall	Striking and Fielding
Acquiring and Developing	<p>Explore the roles and positions within a team.</p> <p>Explore different techniques for effective attack and defence.</p>	<p>Experiment using recognised shots.</p> <p>Develop angles, speed and direction with consistency.</p>	<p>Investigate a correct striking stance.</p> <p>Explore directing a ball at different angles and speeds.</p>
Selecting and Applying	<p>Explain, with reasoning, how to combine skills with more fluency and effectiveness in invasion games.</p> <p>Apply the principles of team play.</p> <p>Use a range of tactics in attack and defence.</p>	<p>Use skills consistently and with control when competing.</p> <p>Use and adapt rules from knowledge of basic games principles.</p>	<p>Explain the tactics that can be used between bowler/wicket keeper/backstop/bases.</p> <p>Demonstrate confidence and effectiveness in a range of small-sided games.</p>
Knowledge and Understanding of Fitness and Health	<p>Explain how exercise improves fitness.</p> <p>Create warm-up sequences and explain their ideas.</p>	<p>Using accurate vocabulary, explain how playing a game affects their bodies.</p>	<p>Plan, perform and demonstrate warm-up activities.</p>

Evaluation and Improvement	Describe the best aspects of an individual's performance, identify areas for improvement and suggest ideas for improvement.	Explain how tactics can improve success in a game. Identify improvement that could be made and make recommendation on how to improve a specific skill or tactic.	Identify what can be improved in own performance and determine ways of improving with peers.
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By the end of Y3

	By the end of Y3				
	Games	Gymnastics	Athletics	Dance	Outdoor and Adventurous
Acquiring and Developing	Sheets provided for each area of games.	Explore sequences of contrasting movements using a range of basic actions and compositional principles.	Explore posture and use of arms to further develop fluency and co-ordination in running. Develop spatial awareness when approaching obstacles. Explore leading with left and right leg over obstacles, take off, flight and landing. Experiment with push and pull throws.	Study a specific dance style. Explore dance composition to begin to sequence motifs to tell a story.	Explore speaking about and listening to ideas. Talk about and describe a simple map.
		Experiment using space and more complex apparatus.			
Selecting and Applying		Construct short sequences, moving smoothly and fluently from one action to another using a variety of levels. Adapt sequences onto apparatus.	Select starting position and stride length for an activity. Identify and use the best jump for a purpose. Choose an appropriate throwing action for a specific purpose.	Use own or others' ideas to select movement for the dance style being studied. Select a variety of levels and speeds and apply throughout the dance.	Explore working in a group to solve a problem.
Knowledge and Understanding of Fitness and Health		Identify some muscle groups used in gymnastic activities. Talk about the importance of strength and suppleness.	Describe why warm-ups are important. Identify how implements thrown should be retrieved safely.	Describe how dance contributes to fitness and wellbeing.	Talk about why trust is important when working as a member of a group.
Evaluation and Improvement		Evaluate own performance and make improvements through adapting compositional principles.	Describe leg and arm actions of elite athletes. Suggest how to improve technique based on observations.	Explain how their movements tell a story using the vocabulary of dance. Discuss how movements could be improved.	Describe their observations of others' work.

By the end of Y4

	By the end of Y4				
	Games	Gymnastics	Athletics	Dance	Outdoor and Adventurous
Acquiring and Developing	<p>Sheets provided for each area of games.</p>	<p>Experiment with and add to repertoire of basic actions.</p> <p>Experiment using symmetrical and asymmetrical shapes.</p> <p>Explore designs for apparatus work stations.</p>	<p>Explore techniques to successfully run races as an individual and in a team.</p> <p>Investigate a more controlled body position in take-off, flight and landing.</p> <p>Refine push and pull throwing actions.</p> <p>Explore fling and heave throws.</p>	<p>Learn a different style of dance from Year 3.</p> <p>Develop core strength to control movement.</p> <p>Explore how movements flow from one to the next.</p> <p>Experiment with movement to music to convey a definite idea.</p>	<p>Experiment using communication and physical skills.</p> <p>Describe ways to record observations.</p>
Selecting and Applying		<p>Create a design for a work station on which to perform their sequence.</p> <p>Select actions that link smoothly using similar and contracting shapes.</p> <p>Apply compositional changes to enhance performance.</p>	<p>Choose and apply appropriate stride patterns, jumps and throws for a given activity.</p> <p>Use and refine throwing techniques within small games and competitions.</p>	<p>Select music for a purpose.</p> <p>Use props to enhance a dance style.</p>	<p>Describe a range of problem-solving strategies.</p> <p>Demonstrate basic skills of co-operation and suggest adaptations in a competitive situation.</p>
Knowledge and Understanding of Fitness and Health		<p>Describe how strength and suppleness can be improved.</p> <p>Devise a routine of stretching exercises that prepare for gymnastics.</p>	<p>Explain the importance of warm-ups for physical activity.</p>	<p>Explain the importance of warming up.</p> <p>Give examples of how dance contributes to fitness and wellbeing.</p>	<p>Describe some strategies to keep safe during aspects of problem solving.</p>
Evaluation and Improvement		<p>Compare the performance of professional gymnasts to their own with a focus on strength, suppleness,</p>	<p>Describe basic techniques for running, throwing and jumping and evaluate</p>	<p>Investigate professional dancers in the genre being studied.</p>	<p>Describe the strengths in a group when taking part in games. Suggest possible adaptations.</p>

		control and fluency and suggest how they can improve.	work of peers using the basic criteria.	Select elements of a professional dance and adapt to make improvements to own performance.	
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