


	Early Years	Y1	Y2	Y3	Y4	Y5	Y6
		Term 1- Fundamental Skills Term 2- Dance Term 3- Gymnastics Term 4- Games Term 5 and 6- Athletics	Term 1- Fundamental Skills Term 2- Games Term 3- Games Term 4- Gymnastics Term 5- Dance (KS1 DF) Term 6- Athletics Swimming	Term 1- Hockey Term 2- Badminton Term 3- Dance Term 4- Volleyball Term 5- Netball Term 6- Rounders	Term 1- TAG rugby Term 2- Gymnastics Term 3- Badminton Term 4- Cricket Term 5- Tennis Term 6- Athletics	Term 1- Hockey Term 2- Badminton Term 3- Dance (KS2 DF) Term 4- Volleyball Term 5- Netball Term 6- Rounders	Term 1- Football Term 2- Netball Term 3- Gymnastics Term 4- Cricket Term 5- Athletics Term 6- Tennis
Acquiring and developing fundamental movement skills	Children show good control and coordination in both large and small movements They move confidently in a range of ways, safely negotiating space They handle equipment effectively	Children can explore simple skills and actions <i>eg kick a ball/move using different parts of the body</i> They can copy and repeat simple actions with some control and co-ordination	Children are able to explore simple skills with increasing understanding <i>e.g. throw ball in different ways, different balances</i> They can copy, remember and repeat simple actions with increasing control and co-ordination	Children refine their existing actions so that they have a consistent level of control and co-ordination. <i>E.g. forward and backward roll</i> They can describe a simple sequence or action identifying some of the main features Children begin to link skills and techniques Performance shows some control and fluency	Children's actions show a consistent level of control and co-ordination <i>e.g. throw and catch a ball consistently</i> They can complete and describe a simple sequence or action and identify the main features Children link skills, techniques and ideas and apply them accurately and appropriately Performance shows increasing control and fluency	Consolidate and develop more complex actions with control and co-ordination <i>e.g. control and kick a ball, balances on hands</i> They can describe a complex sequence or action identifying the main features	Children can show consistently high levels of control, co-ordination and fluency in complex actions and skills <i>e.g. dribble and shoot with different parts of the foot</i>
Selecting and applying skills and tactics	Children explore different types of actions <i>e.g. throw/roll/kick a ball</i> Follow a simple instruction <i>e.g. stop/walk/run</i>	Children can link two simple skills/actions together appropriately <i>e.g. catch and throw, run and stop</i> They can give an alternative idea for an action <i>e.g. underarm/overarm throw</i>	Children can produce a simple sequence to suit the activity <i>e.g. balance, roll then balance, or control and deliver ball</i> They can change a skill/idea to suit the activity better <i>e.g. understand when an overarm throw would be better than underarm</i> They begin to show an understanding of simple tactics by varying their response	Children can link simple actions and perform with increasing control and coordination They begin to understand positions <i>e.g. goal keeper, shooter</i> Performance shows an increasing understanding of tactics. Responses during play are varied and appropriate	Children have a good understanding of positions within different games They begin to understand simple tactics <i>e.g. defending/attacking</i> They can follow a series of rules to participate in a game	Children can link selected skills, techniques and ideas and apply them accurately and appropriately They understand and use simple tactics within a game <i>e.g. defence, midfield, attack</i> They can follow more complex rules to participate in a game <i>e.g. Hi5 netball, 5 a side football</i>	Children show precision, control and fluency in selected skills linking them together when appropriate They understand, use and change tactics appropriately within a game situation <i>e.g. man-marking, zonal play</i> Design and follow own rules for a game/activity explaining rules, strategies and tactics
Evaluating and improving performance	Children can name a physical action <i>e.g. run/walk/stop</i>	Children can describe a simple action <i>e.g. this is a forward roll, this is a balance</i>	Children talk about differences between their own performance and that	Children can produce and refine a simple sequence	Children can produce and refine a complex sequence	Children can produce, refine and performs a sequence or	Analyse and comment on skills and techniques within a performance commenting

	They can watch other children perform	Children can look at an action and say what is good and what could be better.	of others and suggest improvements	They can identify what went well and what didn't go well They can see how their performance is similar to and different from that of their peers and use this to improve their own performance	They can see how a sequence of their own work is similar/different to another and understand how theirs could be improved with increasing clarity	skill and begin to take note of constructive criticism They compare and comment appropriately on skills, techniques and ideas used in their own and others' work They use their understanding to improve their performance. They can advise others using appropriate terminology	on how these are applied in their own and others' work They modify and refine skills and techniques to improve performance.
Knowledge and understanding of fitness and health	Discuss healthy fruits and vegetables and why they are good for us 	Understand that we have rules in PE to keep us safe. Can describe how their bodies feel when participating in PE	Children can talk about simple safety measures in exercise e.g. use spaces, how to carry mats They can suggest reasons why it is important to warm up before an activity Can describe why physical activity is good for health	Children can show simply how to exercise safely e.g. put out simple apparatus They can suggest reasons why it is important to warm up/cool down before and after an activity They can describe the effect that exercise has on their bodies and why it promotes good health	Children can construct and use equipment safely and give reasons why warming up/cooling down are important They can describe how their bodies feel before, during and after an activity They can describe the effect that exercise has on their bodies and why it promotes good health	Children can explain and apply basic safety principles for exercise They can explain how exercise is valuable to their health and fitness and give specific benefits	Can explain and apply different safety principles for different activities They can lead warm-ups and cool downs They can give reasoned arguments why exercise is beneficial to the body.

