



## PE (Physical Education)

### Health and Fitness

EYFS	Year 1	Year 2	Year 3	Year 4
Describe how the body feels when still and when exercising.	Describe how the body feels before and after exercise.  Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities.  Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body.  Know the importance of strength and flexibility for physical activity.  Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for warming up and cooling down.

### Athletics - running

Run in different ways for a variety of purposes.	Vary their pace and speed when running.  Run with a basic technique over different distances.  Show good posture and balance.  Jog and sprint in a straight line.  Change direction when jogging and sprinting.  Maintain control as they change direction when jogging and sprinting.	Run at different paces, describing the different paces.  Use a variety of different stride lengths.  Travel at different speeds.  Begin to select the most suitable pace and speed for distance.  Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line.  Be able to maintain and control a run over different distances.	Identify and demonstrate how different techniques can affect their performance.  Focus on their arm and leg action.  Begin to combine running with jumping over hurdles.	Confidently demonstrate an improved technique for sprinting.  Perform a relay, focusing on the baton changeover technique.  Develop a fluent changeover.  Speed up and slow down smoothly.
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## Athletics - jumping

Jump in a range of ways, landing safely.	<p>Perform different types of jumps.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high and as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p>	<p>Perform and compare different types of jumps.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p>	<p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely with control.</p>	<p>Learn how to combine a hop, step and jump to perform the triple jump.</p> <p>Land safely with control.</p> <p>Begin to measure the distance jumped.</p>
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## Athletics - throwing

<p>Roll equipment in different ways.</p> <p>Throw Underarm.</p> <p>Throw an object at a target.</p>	<p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>	<p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>
<p>Control their body, when performing a sequence of movements.</p> <p>Participate in simple games.</p>	<p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p>	<p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>

## Evaluating

<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances and use what they see to improve their own performances.</p> <p>Talk about differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>
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## Games

EYFS	Year 1	Year 2	Year 3	Year 4
Hit a ball with a bat or a racket.	Use hitting skills in a game.  Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control.  Learn skills for playing striking and fielding games.  Position the body to strike a ball.	Demonstrate successful hitting and striking skills.  Develop a range of skills in striking and fielding where appropriate.  Strike the ball for distance.	Use a racket or bat to hit a ball or shuttlecock with accuracy and control.  Use at least two different shots in game.  Use hand-eye coordination to strike a moving and stationary ball.
Roll equipment in different ways.  Throw underarm.  Throw an object at a target.  Catch equipment using two hands	Throw underarm and overarm.  Catch and bounce a ball.  Use rolling skills in a game.  Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance.  Throw, catch and bounce a ball with a partner.  Use throwing and catching skills in a game.  Throw a ball for distance.  Use hand-eye coordination to control a ball. Vary types of throw used.	Throw and catch with greater control and accuracy.  Practise the correct technique for catching a ball and use it in a game.  Perform a range of catching and gathering skills with control.  Catch with increasing control and accuracy.  Throw a ball in different ways (e.g. high, low, fast or slow).  Develop a safe and effective overarm bowl.	Develop different ways of throwing and catching.
Move a ball in different ways, including bouncing and kicking.  Use equipment to control a ball.	Travel with a ball in different ways.  Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Bounce and kick a ball whilst moving.  Use kicking skills in a game.  Use dribbling skills in a game.	Move with the ball in a variety of ways with some control.  Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.
Kick an object at a target.	Pass the ball to another player in a game. Use kicking skills in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation
			Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.

<p>Move safely around the space and equipment.</p> <p>Travel in different ways, including sideways and backwards.</p>	<p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds.</p> <p>Begin to use space in a game.</p>	<p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p>	<p>Find a useful space and get into it to support teammates</p>	<p>Make the best use of space to pass and receive the ball.</p>
<p>Play a range of chasing games</p>	<p>Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p>	<p>Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p>	<p>Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.</p>	<p>Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.</p>
<p>Follow simple rules.</p>	<p>Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p>	<p>Understand the importance of rules in games.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>	<p>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p>Know how to play a striking and fielding game fairly.</p>	<p>Vary the tactics they use in a game.</p> <p>Adapt rules to alter games.</p>
<p>Control my body when performing a sequence of movements.</p> <p>Participate in simple games.</p>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>
<b>Evaluating</b>				
<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result</p>

## Gymnastics

EYFS	Year 1	Year 2	Year 3	Year 4
<p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Travel in different ways.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Begin to balance with control.</p> <p>Move around, under, over, and through different objects and equipment.</p>	<p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care</p>	<p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances. Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances</p>
<p>Curled side roll (egg roll)</p> <p>Log roll (pencil roll)</p> <p>Teddy bear roll</p>	<p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p>	<p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p> <p>Rocking for forward roll</p> <p>Crouched forward roll</p>	<p>Crouched forward roll</p> <p>Forward roll from standing</p> <p>Tucked backward roll</p>	<p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p>
<p>Straight Jump</p> <p>Tuck Jump</p>	<p>Straight jump</p> <p>Tuck jump</p>	<p>Straight jump</p> <p>Tuck jump</p>	<p>Straight jump</p> <p>Tuck jump</p>	<p>Straight jump</p> <p>Tuck jump</p>

Jumping Jack Half turn	Jumping jack Half turn Cat spring	Jumping jack Half turn jump	Jumping jack Star jump Straddle jump Pike jump Straight jump	Jumping jack Star jump Straddle jump Pike jump Straight half turn Straight full turn
		Straight jump from a height Tuck jump off a small piece of apparatus	Star jump off a small piece of apparatus Tuck jump off a small piece of apparatus Straddle jump off a small piece of apparatus	Star jump off a small piece of apparatus Tuck jump off a small piece of apparatus Straddle jump off a small piece of apparatus All with a controlled landing
Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support
Control my body when performing a sequence of movements.  Participate in simple games	Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control.	Develop the quality of the actions in their performances.  Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression.  Perform and apply skills and techniques with control and accuracy.
<b>Evaluating</b>				
Talk about what they have done.  Talk about what others have done.	Watch and describe performances.  Begin to say how they could improve	Watch and describe performances and use what they see to improve their own performance.  Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result

<b>Dance</b>				
Reception	Year 1	Year 2	Year 3	Year 4

<p>Join a range of different movements together.</p> <p>Change the speed of their actions.</p> <p>Change the style of their movements.</p> <p>Create a short movement phrase which demonstrates their own ideas.</p>	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p>	<p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>
<p>Control my body when performing a sequence of movements.</p>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>
<b>Evaluating</b>				
<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>