



NC objectives-

Early Years outcomes

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD - M&H 40-60)
- Children show good control and co-ordination in large and small movements. (PD - M&H ELG)
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)
- Experiments with different ways of moving. (PD M&H 40-60)
- They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60)
- Jumps off an object and lands appropriately. (PD M&H 40-60)
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PD - M&H 30-50)
- Experiments with different ways of moving. (PD - M&H 40-60)
- They move confidently in a range of ways, safely negotiating space. (PD - M&H ELG)
- Enjoys joining in with dancing and ring games. (EAD - M & M 30-50)
- Beginning to move rhythmically. (EAD - M & M 30-50)
- Imitates movement in response to music. (EAD - M & M 30-50) • Begins to build a repertoire of songs and dances. (EAD - M & M 40-60)
- Children sing songs, make music and dance, and experiment with ways of changing them. (EAD - M & M ELG)
- Developing preferences for forms of expression. (EAD - BI 30-50)
- Uses movement to express feelings. (EAD - BI 30-50)
- Creates movement in response to music. (EAD - BI 30-50)
- Captures experiences and responses with a range of media, such as dance. (EAD - BI 30-50)
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD - BI 40-60)
- Children represent their own ideas, thoughts and feelings through dance. (EAD - BI ELG)

Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities



- ♣ participate in team games, developing simple tactics for attacking and defending
- ♣ perform dances using simple movement patterns

Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- ♣ use running, jumping, throwing and catching in isolation and in combination
- ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ♣ perform dances using a range of movement patterns
- ♣ take part in outdoor and adventurous activity challenges both individually and within a team
- ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- ♣ swim competently, confidently and proficiently over a distance of at least 25 metres
- ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- ♣ perform safe self-rescue in different water-based situations.



Create P.E Fundamental Movement Skills				
Funs skills 1-4	Static Balance 1 leg	Static Balance seated	Static Balance floorwork	Static Balance stance
Expected End of KS1	On both legs: 1. Stand still for 30 seconds. 2. Complete 5 mini-squats	1. Pick up a cone from one side, swap hands and place it on the other side. 2. Return the cone to the opposite side.	1. Place cone on back and take it off with other hand in minifront support. 2. Hold mini-back support position. 3. Place cone on tummy and take it off with other hand in miniback support.	1. Stand on low beam with good stance for 10 seconds.
Expected End of lower KS2	On both legs: 1. Stand still for 30 seconds with eyes closed. 2. Complete 5 squats. 3. Complete 5 ankle extensions.	1. Pick up a cone from one side and place it on the other side with same hand. 2. Return it to the opposite side using the other hand. 3. Sit in a dish shape and hold it for 5 seconds.	1. Hold full front support position. 2. Lift 1 arm and point to the ceiling with either hand in front support. 3. Transfer cone on and off back in front support.	1. Receive a small force from various angles. 2. Raise alternate feet 5 times. 3. Raise alternate knees 5 times. 4. Catch ball at chest height and throw it back.
Expected End of upper KS2	On both legs: 1. Stand still on uneven surface for 30 seconds. 2. Stand still on uneven surface for 30 seconds with eyes closed. 3. Complete 10 squats into ankle extensions. 4. Complete 5 squats with eyes closed.	1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). 2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions).	1. Transfer tennis ball on and off back in a front support. 2. Transfer cone on and off tummy in back support. 3. Transfer tennis ball on and off tummy in back support.	1. Raise alternate knees to opposite elbow 5 times. 2. Catch large ball thrown at knee height and above head. 3. Catch large ball thrown away from body. 4. Catch small ball thrown close to and away from body.



		3. Hold a V-shape with straight arms and legs for 10 seconds.		
Funs skills 5-8	Dynamic Balance on a line	Dynamic Balance jumping and landing	Counter Balance in pairs	Coordination sending and receiving
Expected End of KS1	1. Walk fluidly, lifting knees to 90°. 2. Walk fluidly, lifting heels to bottom.	1. Jump from 2 feet to 2 feet with quarter turn in both directions. 2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).	1. Hold on and, with a long base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.	1. Throw tennis ball, catch rebound with same hand after 1 bounce. 2. Throw tennis ball, catch rebound with same hand without a bounce. 3. Throw tennis ball, catch rebound with other hand after 1 bounce. 4. Throw tennis ball, catch rebound with other hand without a bounce. 5. Strike large, soft ball along ground with hand 5 times in a rally.
Expected End of lower KS2	1. March, lifting knees and elbows up to a 90° angle. 2. Walk fluidly with heel to toe landing. 3. Walk fluidly, lifting knees and using heel to toe landing Walk fluidly, lifting heels to bottom and using heel to toe landing	1. Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction.	1. Hold on and, with a short base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. 3. Perform above challenges with eyes closed.	1. Strike a ball with alternate hands in a rally. 2. Kick a ball with the same foot. 3. Kick a ball with alternate feet Roll 2 balls alternately using both hands, sending 1 as the other is returning.



Expected End of upper KS2	<ol style="list-style-type: none"> 1. Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. 2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). 3. Lunge walk forwards, bringing opposite elbow up to a 90° angle. 4. Complete all red challenges with eyes closed. 	<ol style="list-style-type: none"> 1. Jump 2 feet to 2 feet forwards, backwards and side-to-side. 2. Hop forward and backwards, freezing on landing. 3. Jump 1 foot to other forwards and backwards, freezing on landing. 4. Hop sideways, raising knee and freezing on landing. 5. Jump 1 foot to other sideways, raising knee and freeze on landing. 	<ol style="list-style-type: none"> 1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. 2. Stand on 1 leg while holding on to partner's opposite foot. 	<ol style="list-style-type: none"> 1. Alternately throw and catch 2 tennis balls against a wall. 2. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). 3. Throw 2 tennis balls against a wall in a circuit, in both directions.
Fun skills 9-12	Coordination- ball skills	Coordination- footwork	Agility- ball chasing	Agility- reaction and response
Expected End of KS1	<ol style="list-style-type: none"> 1. Sit and roll a ball up and down legs and round upper body using 1 hand. 2. Stand and roll a ball up and down legs and round upper body using 1 hand. 	<ol style="list-style-type: none"> 1. Combine side-steps with 180° front pivots off either foot. 2. Combine side-steps with 180° reverse pivots off either foot. 3. Skip with knee and opposite elbow at 90° angle. 4. Hopscotch forwards and backwards, hopping on the same leg (right and left). 	<ol style="list-style-type: none"> 1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction. 2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction. 	From 1, 2 and 3 metres: <ol style="list-style-type: none"> 1. React and catch tennis ball dropped from shoulder height after 1 bounce.
Expected End of lower KS2	In 20 seconds or less: <ol style="list-style-type: none"> 1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). 	<ol style="list-style-type: none"> 1. Hopscotch forwards and backwards, alternating hopping leg each time. 	<ol style="list-style-type: none"> 1. Chase a large rolled ball, let it roll through legs and then collect it in balanced 	From 1, 2 and 3 metres: <ol style="list-style-type: none"> 1. React and catch tennis ball dropped from shoulder



	<p>2. Move a ball round waist 17 times. 3. Stand with legs apart and move a ball around alternate legs 16 times.</p>	<p>2. Move in a 3-step zigzag pattern forwards. 3. Move in a 3-step zigzag pattern backwards.</p>	<p>position facing the opposite direction. 2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 3. Complete above challenges with tennis ball.</p>	<p>height after 1 bounce, balancing on 1 leg.</p>
<p>Expected End of upper KS2</p>	<p>In 20 seconds or less: 1. Stand with legs apart and move ball in figure of 8 around both legs 12 times. 2. Move ball around waist into figure of 8 around both legs 10 times. 3. Move ball around waist and then around alternate legs 12 times. 4. Stand with legs apart and perform 24 criss-crosses, with and then without a bounce.</p>	<p>1. Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg. 2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction. 3. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.</p>	<p>1. Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction. 2. Perform above challenge with tennis ball. 3. Roll and chase large ball, stopping it with head in front support position facing opposite direction.</p>	<p>From 1, 2 and 3 metres: 1. React and step across body, bring hand across body and catch tennis ball after 1 bounce.</p>



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Fitness						
Describe how the body feels when still and when exercising.	Describe how the body feels before, during 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.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.

Dance						
Join a range of different movements together. Change the speed of their actions.	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style.



<p>Change the style of their movements.</p> <p>Create a short movement phrase which demonstrates their own ideas.</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>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>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>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>and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p>	<p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p>
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				<p>Use simple dance vocabulary when comparing and improving work.</p>	<p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics						
<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>Copy, explore and remember actions and movements to create their own sequence. 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>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>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances</p>



	<p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care</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>Use equipment to vault in a variety of ways.</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>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p>	
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics						
Running						
Run in different ways for a variety of purposes.	<p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog and sprint in a straight line.</p> <p>Change direction when jogging and sprinting.</p> <p>Maintain control as they change direction when jogging and sprinting.</p>	<p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances.</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action.</p> <p>Begin to combine running with jumping over hurdles.</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Develop a fluent changeover.</p> <p>Speed up and slow down smoothly.</p>	<p>Identify their reaction times when performing a sprint start.</p> <p>Accelerate from a variety of different starting positions.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of a run.</p>	<p>Build up speed quickly for a sprint finish.</p> <p>Use their preferred leg when running over hurdles.</p> <p>Accelerate to pass other competitors</p> <p>Work as a team to competitively perform a relay.</p>
Jumping						
Jump in a range of ways, landing safely.	<p>Perform different types of jumps.</p> <p>Perform a short jumping sequence.</p>	Perform and compare different types of jumps.	Use one and two feet to take off and to land with.	Learn how to combine a hop, step and jump to perform the triple jump.	Improve techniques for jumping for distance.	Develop the technique for the standing vertical jump.



	<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>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>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>Land safely with control.</p> <p>Begin to measure the distance jumped.</p>	<p>Perform an effective standing long jump.</p> <p>Land safely and with control.</p> <p>Investigate different jumping techniques.</p>	<p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p>
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</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>Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p>	<p>Develop the technique for the push, pull and fling throw and support others in improving their performance.</p> <p>Accurately measure and record the distance of their throws.</p>



			for increased distance.		Continue to develop techniques to throw for increased distance.	
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games						
Striking and Hitting						
<p>Hit a ball with a bat or a racquet.</p>	<p>Use hitting skills in a game.</p> <p>Practise basic striking, sending and receiving.</p>	<p>Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p>	<p>Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking and fielding where appropriate.</p> <p>Practise the correct batting technique and use it in a game.</p> <p>Strike the ball for distance.</p>	<p>Use a bat or stick to hit a ball or shuttlecock with accuracy and control.</p> <p>Accurately serve underarm.</p> <p>Build a rally with a partner.</p> <p>Use at least two different shots in game.</p> <p>Use hand-eye coordination to strike a moving and stationary ball.</p>	<p>Use different techniques to hit a ball.</p> <p>Identify and apply techniques for hitting a tennis ball.</p> <p>Explore when different shots are best used.</p> <p>Develop a backhand technique and use it in a game.</p> <p>Practise techniques for all strokes.</p>	<p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Understand how to serve in order to start a game.</p>
Throwing and Catching						
<p>Roll equipment in different ways.</p> <p>Throw underarm.</p>	<p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p>	<p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for</p>	<p>Develop different ways of throwing and catching.</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p>Throw and catch accurately and successfully under pressure in a game</p>



<p>Throw an object at a target.</p> <p>Catch equipment using two hands</p>	<p>Practise accurate throwing and consistent catching.</p>	<p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball. Vary types of throw used.</p>	<p>catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Develop a safe and effective overarm bowl.</p>			
Travelling with a ball						
<p>Move a ball in different ways, including bouncing and kicking.</p> <p>Use equipment to control a ball.</p>	<p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p>	<p>Bounce and kick a ball whilst moving.</p> <p>Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p>	<p>Move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game.</p>	<p>Move with the ball using a range of techniques showing control and fluency.</p>	<p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways and begin to link together.</p>	<p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively</p>
Passing a ball						



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	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
Possession						
			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.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
Using Space						
Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space	Demonstrate a good awareness of space
Tactics and Rules						
Follow simple rules.	Follow simple rules to play games, including team games. Use simple	Understand the importance of rules in games.	Apply and follow rules fairly.	Vary the tactics they use in a game.	Know when to pass and when to dribble in a game.	Follow and create complicated rules to play a game successfully.



	<p>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>Use at least one technique to attack or defend to play a game successfully.</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>Adapt rules to alter games.</p>	<p>Devise and adapt rules to create their own game.</p>	<p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p>
Attacking and Defending						
<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>Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.</p>	<p>Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring</p>



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outdoor Adventure						
Trails						
			<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise features of an orienteering course.</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p> <p>Begin to use navigation equipment to orientate around a trail.</p>	<p>Orientate themselves with confidence and accuracy around an orienteering course when under pressure.</p> <p>Design an orienteering course that is clear to follow and offers challenge to others.</p> <p>Use navigation equipment (maps, compasses) to improve the trail.</p>
Problem Solving						
			<p>Identify and use effective communication to begin to work as a team.</p>	<p>Communicate clearly with other people in a team, and with other teams.</p>	<p>Use clear communication to effectively complete a particular role in a team.</p>	<p>Use clear communication to effectively complete a particular role in a team.</p> <p>Compete in orienteering activities both as part of a team and independently.</p>



			Identify symbols used on a key.	Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.	Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities	Use a range of map styles and make an informed decision on the most effective.
Preparation and Organisation						
			Begin to choose equipment that is appropriate for an activity.	Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow	Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an	Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.



					orienteering course.	
Communication						
			Communicate with others.	Communicate clearly with others. Work as part of a team	Communicate clearly and effectively with others. Work effectively as part of a team.	Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Compete/ Perform						
<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 create sequences with fluency and expression.</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>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluate						
<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>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p>