



PE – Skills

The children in each year group will be taught the following skills and core tasks:

<p>Acquiring and Developing Skills (A&D) Selecting and applying skills, tactics and compositional ideas (S&A) Evaluating and improving performance (E&I) Knowledge and understanding of fitness and health (H&F)</p>	
<p>PHYSICAL DEVELOPMENT: EARLY LEARNING GOALS (ELG) Moving and Handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health and Self Care Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	
<p>EYFS Nursery</p> <p>In all areas children will be taught to give feedback to their peers and how to receive it. (what they liked and didn't like, what can be improved) (E&I)</p>	<p>Physical Development</p> <ul style="list-style-type: none">• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.• Go up steps and stairs, or climb up apparatus, using alternate feet.• Skip, hop, stand on one leg and hold a pose for a game like musical statues.• Use large-muscle movements to wave flags and streamers, paint and make marks.• Start taking part in some group activities which they make up for themselves, or in teams.• Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.• Show a preference for a dominant hand.• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.



EYFS Reception

**In all areas
children will be
taught to give
feedback to their
peers and how to
receive it. (what
they liked and
didn't like, what
can be improved)
(E&I)**

- Revise and refine the fundamental movement skills they have already acquired:
 - rolling - running
 - crawling - hopping
 - walking - skipping
 - jumping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
- Develop overall body strength, balance, coordination and agility.
- Know and talk about the different factors that support overall health and wellbeing:
 - regular physical activity



National Curriculum	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.			
Year 1 In all areas children will be taught about how to give and receive feedback to their peers. (E&I)	Gymnastics	Dance	Games Games/Fundamental skills Multi skills and athletics	Health and fitness
	<p>To perform and repeat the standing straight shape with control. To perform repeat and link more shapes holding for 3 counts. To perform and repeat a variety of different tuck shapes. To accurately identify the shapes in previous lessons and develop own ability to perform with control. To create, remember and repeat a short movement phrase, combining body shapes. To link 2 – 3 fun gym shapes with control.</p> <p>VOCAB – Straight shape. Tuck shape. Control. Balance. Perform.</p>	<p>To produce a short motif using action words as a stimulus. To work on different levels, direction and dynamics. To perform actions and movement to music. To observe and begin to describe movements. To begin to suggest ways to improve their performance. To perform short action word motifs to create a phrase of actions and link these together showing contrasting dynamics/timing and unison.</p> <p>Vocabulary : Creeping, Stepping, Spinning, Movement. Perform. Direction Action words such as : Swing, turn, fall, whirl, float, pounce, twist, step, leap, crawl, slide, arch. Fast, slow, light, heavy</p>	<p>Can move about the space changing direction with control, in a range of ways and avoid others. Can move about the space changing direction with control, avoiding others, can aim and throw a ball safely. Can move about the space changing direction with control and can carry, aim and roll a ball safely. Can move about the space changing direction with control, avoiding others, can aim, throw and catch a ball. Can move about the space changing direction with control, avoiding others, can aim, throw, catch, trap and kick a ball. Can move about the space changing direction with control, avoiding others, can aim, throw and catch and kick a ball.</p> <p>Vocabulary: Run. Catch. Step. Target. Sideways. Score. Forwards. Backwards. Agile. Control.</p>	<p>Talk about what our bodies do during exercise e.g. breathing (H&F)</p> <p>Practice skills to make them warmer and cooler before and after exercises. (H&F)</p> <p>Discuss how the body changes during exercise</p>



Year 2 In all areas children will be taught about how to give and receive feedback to their peers. (E&I)	Gymnastics	Dance	Games/Fundamental skills Multi skills and athletics	Health and fitness
	<p>To perform a position of stillness with 2 or more contact points, show control.</p> <p>To perform a position of stillness on a single point of contact, showing control.</p> <p>Transfer weight from one position to another, showing control.</p> <p>To link position of stillness to another, smoothly.</p> <p>To create, remember and repeat a movement phrase of 2 positions of stillness, with one other action.</p> <p>To remember, improve and perform a movement phrase of 2 stillness, with one other action.</p> <p>VOCAB –</p> <ul style="list-style-type: none">- Create.- Control.- Improve.- Smoothly.- Shoulder stand.- One-foot stand.- Front/Back support.	<p>To combined actions together into a short movement phrase that show the actions (of candles and fire).</p> <p>To React to a stimulus such as fire (pictures, heat, and shape) with quick/slow movements, large/small actions, as an individual and in groups.</p> <p>To perform a range of linked actions with imagination and control.</p> <p>To perform imaginative linked motifs that clearly express the start, middle and end.</p> <p>VOCAB –</p> <p>Travelling, pathways, control, change of levels, speed/direction, unison, meet and part, canon.</p>	<p>Can move about the space changing direction with control, avoiding others, can roll, bounce and throw a ball accurately.</p> <p>Can move about the space changing direction with control and avoid others.</p> <p>Can move about the space changing direction with control, avoiding others, can roll, bounce and throw a ball accurately.</p> <p>Can move about the space changing direction with control, avoiding others, can throw and hit a ball accurately.</p> <p>Can move about the space changing direction with control, avoiding others, can dribble and kick a ball accurately.</p> <p>Vocabulary:</p> <p>Run. Catch.</p> <p>Step. Target.</p> <p>Sideways. Score.</p> <p>Forwards.</p> <p>Backwards.</p> <p>Agile.</p> <p>Control.</p>	



National Curriculum	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				
Year 3 In all areas children will be taught about how to give and receive feedback to their peers. (E&I) Take part in multiskills/competitive festivals during the school year, (competitions: at least within class or intra school)	Gymnastics	Dance	Games (Net and wall, Striking and fielding , Invasion games)	Fundamentals and Athletics (Multi skills and athletics)	Health and fitness
	To link one balance action and one travel action into a repeatable phrase. To create an arm pattern, link within a movement phrase. To use travel on feet actions, explore pathways based on line patterns, shapes and letters. To select a movement pattern, use as a starting point for a movement phrase. To remember and repeat a travel/balance movement phrase, and develop it by adding an arm pattern. To remember, improve and perform a travel and balance movement phrase, showing clear	To Improve skills of travelling, jumping, turning, stillness, gesturing; changing shape/size/level/direction. To Increase the range of body actions; compose, practice and perform actions with control. To Perform movements used in the dance that communicates the idea of a clear pathway. Perform a pair/group dance using the compositional principles of unison, meet and part. To perform a pair/group dance using the compositional principles of canon and observe and evaluate movements describing the contrasting dynamics.	Perform basic skills of throwing, catching 3-4 metres apart. Throw and catch a variety of ways with control and confidence, sometimes on the move. Perform bouncing into a target area, catching and dribbling. Be able to throw, catch and move into space and score. Be able to perform ball handling skills accurately, showing awareness of space and team mates. Pupils can play the game successfully outwitting the opponents to score	Practise personal performance in running, jumping and throwing. Compete, measure, record and compare performances in running, jumping and throwing.	Keep up an activity over a period of time and know what they need to warm up and cool down for dance. (H&F) Recognise and describe what their bodies feel like during different types of activity. Describe what happens to their heart, breathing and temperature during different types of athletic activity.



	<p>pathway/patterns.</p> <p>VOCAB –</p> <ul style="list-style-type: none">- Pathway.- Pattern.- Movement.- Create.- T – Arm walk.- Side step.	<p>Pupils can work as a team to create a piece of the dance leading to Pupils are able to perform the whole dance.</p> <p>.</p> <p>VOCAB –</p> <p>stillness, gesturing, pathway (recap), level, dynamic</p>			
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	Gymnastics	Dance	Games (Invasion games ball on the ground)	Multiskills and athletics	Health and fitness
	To apply the principles of balance to make them easier or more challenging to control. To adapt an existing movement, phrase or create a new one to show transition between balances. To link balances using different levels and involve apparatus. To explore different ways of performing balances using large apparatus and explain how it affects the balance. To explore transitions into and out of balances on large apparatus and link ideas using other actions. To remember, improve and perform a movement phrase linking balances on the floor and apparatus. VOCAB – <ul style="list-style-type: none">- Apply.- Principles.- Control.- Transition.- Explore.- Levels.- Linking.	Complete a short movement phrase showing clear positions of stillness, stepping patterns and interweaving pathways. Create and perform short movement phrases link sections of dance together. Pupils can create the final piece of the dance. Pupils practise and refine their final dance performance. VOCAB – Sliding, combine, Interweaving, lead , follow, huddling	Be accurate and have control when dribbling and passing in small-sided competitive games. Be able to control the ball when dribbling and tackle successfully. Know where and when to pass successfully avoiding the defender(s). Be able to control the ball when dribbling and passing through and towards targets. Be able to keep possession of the ball as a small team and aim/ score towards a target. Complete the core task successfully with control and accuracy.	Develop personal performance as an athlete and an official in run, jump and throw events. Compete, measure, record and compare performances in running, jumping and throwing.	Learn some of the main muscles groups during warm up and cool down. Start to take their pulse before, during and after exercise and explain the effect. Know a warm-up routine involving dynamic stretches, led by an adult or child.
Year 4 In all areas children will be taught about how to give and receive feedback to their peers. (E&I) Take part in multiskills/competitive festivals during the school year, (competitions: at least within class or intra school)					



	Gymnastics	Dance	Games (Football Netball)	Multiskills and athletics	Health and fitness
<p>Year 5 In all areas children will be taught about how to give and receive feedback to their peers. (E&I)</p> <p>Take part in multiskills/competitive festivals during the school year, (competitions: at least within class or intra school)</p>	<p>To link different types of actions into a matching pair sequence performed in unison.</p> <p>To incorporate matching and mirroring within a pair sequence and perform it with moments of unison and canon.</p> <p>To incorporate a moment of meeting and parting within a paired sequence, showing 2-4 different relationships.</p> <p>To improve the quality of performance of a pair sequence, incorporating moments of copying and complementing.</p> <p>To adapt a pair sequence to show a variety of speed, level and direction, create a new sequence using 6-8 actions.</p> <p>To remember, improve and perform a compositionally developed sequence, using 6-8 actions.</p> <p>VOCAB –</p> <ul style="list-style-type: none">- Unison.- Mirroring.- Canon.- Complementing.- Developed.- Level.- Adapt.	<p>Can compose movement phrases showing question/answer and formation including gestures and travel which clearly express/communicate different actions.</p> <p>Can complete the set core task.</p> <p>Compose movement phrases showing question/answer and formation including gestures and travel which clearly express/communicate different actions</p> <p>To create and perform a range of group phrases based on the idea of being on the beach and apply the compositional principles of question/answer and formation.</p> <p>To develop and perform the actions of gesture and travel, including stepping patterns which express different actions/emotions.</p> <p>To evaluate performance</p>	<p>Football</p> <p>Can pass, intercept and receive the ball with control and accuracy.</p> <p>Be able to dribble and turn with the ball under control in various different skill situations.</p> <p>Be able to shoot with some accuracy and develop power and then move accuracy.</p> <p>Develop team play, passing the ball and moving into space. Can tackle safely and with control often gaining the ball.</p> <p>Develop team play, passing the ball and moving into space. Can tackle safely and with control often gaining the ball.</p> <p>Netball</p> <p>Be able to handle the ball with control, using a variety of passes. To understand the footwork rule.</p> <p>Have developed spatial awareness in order to be able to move into a space to receive the ball.</p> <p>Have developed tactical attacking play by varying speed of movement, direction and communication.</p>	<p>Develop personal performance as an athlete and an official in run, jump and throw events.</p> <p>Compete, measure, record and compare performances in running, jumping and throwing.</p>	<p>Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body.</p> <p>Can start to lead their own warm up using dynamic stretches in small groups, know what muscles to warm up effectively for different exercises.</p> <p>Understand why exercise is good for their fitness, health and well-being</p>



		<p>and use the information to suggest improvements.</p> <p>VOCAB – Develop skills of unison, mirroring, contact, level, speed, direction, control, gesture, action/reaction, repetition. rhythm</p>	<p>To be able to use tactical defending play by using a variety of footwork techniques and introducing one to one player marking.</p> <p>To have developed an accurate shooting technique. Play small sided games of High 5's netball.</p> <p>Complete the core task successfully and meet the expectations. Play competitive small sided games of High 5's netball, knowing and understanding the rules.</p>		
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	Gymnastics	Dance	Games (Net and wall, Striking and fielding , Invasion games)	Multiskills and athletics	Health and fitness
<p>Year 6 In all areas children will be taught about how to give and receive feedback to their peers. (E&I)</p> <p>Take part in multiskills/competitive festivals during the school year, (competitions: at least within class or intra school)</p>	<p>To link 3 symmetrical body actions into a short movement and explore ways involving a bench in performance.</p> <p>To link 3 asymmetrical body actions into a short movement and explore ways involving a bench in performance.</p> <p>To improve the quality of a movement and explore ways of involving small/low apparatus in performance of symmetrical/asymmetrical body actions.</p> <p>To link 3 actions into a pair sequence using both symmetry/ asymmetry and perform these actions with a partner involving apparatus.</p> <p>To create a floor and apparatus sequence of 8+ actions, incorporating a variety of symmetrical and asymmetrical body shapes and actions.</p> <p>To remember, improve and perform a floor an apparatus sequence of 8+ actions, incorporating symmetrical and asymmetrical body shapes and actions.</p> <p>VOCAB –</p> <ul style="list-style-type: none"> - Symmetrical. - Asymmetrical. - Link. - Incorporate. - Sequence. - Creation. - Apparatus. 	<p>Be able to copy and repeat a taught movement phrase (Football Fan Motif) and movements to create a movement phrase.</p> <p>Be able to compose their own movement phrase to perform a kit motif and a warm up movement phrase in combination.</p> <p>Be able to compose their own match play movement phrase and to repeat a taught motif performing to music showing clear dynamics and control.</p> <p>Pupils can perform a match officials phrase showing unison, repetition and changes in speed, level, and direction.</p>	<p>Hockey Are able to pass the ball with control 3-4 metres apart and can dribble the ball showing consistent control.</p> <p>Can pass the ball with control 3-4 metres apart and can dribble and shoot showing consistent control.</p> <p>Can pass the ball with control and can dribble, shoot and tackle showing consistent control and use space effectively.</p> <p>Can pass the ball with control and can dribble, shoot and tackle showing consistent control and use space effectively.</p> <p>Can pass, dribble, shoot and tackle showing consistent control and use the wide space effectively.</p> <p>Pupils successfully complete the set core task and play effectively in the game.</p> <p>Tag Rugby Are able to throw and catch with control 3-4 metres apart, on the move and tag another player.</p>	<p>Develop knowledge of preparing for, participating in, and recovering from a training session to improve athletic fitness.</p> <p>Compete, measure, record and compare performances in running, jumping and throwing.</p>	<p>Know some ideas for warm up exercises and routines. Know what makes a good warm up. Know what clothing and footwear is best to wear.</p> <p>Know how to check playing area.</p> <p>Know how playing invasion games helps your fitness and benefits of playing outside of school.</p> <p>Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body.</p> <p>Value of exercise outside of</p>



		<p>Pupils can combine with other pairs to perform the whole dance.</p> <p>Pupils can show all the different elements, techniques and compositional ideas required of the core task</p> <p>Develop skills of unison, mirroring, contact, level, speed, direction, control, jumping, turning gesture, action/reaction, and repetition.</p> <p>VOCAB: rhythm, timing, levels, dynamics and space. Signal.</p>	<p>Are able to throw, catch and dodge with control on the move, tag other players and keep possession of the ball.</p> <p>Are able to throw, catch and dodge with control. Can run with the ball, make effective backwards passes, tag other players and keep possession of the ball.</p> <p>Are able to throw, catch, run with the ball, make backwards passes, tag other players, keep possession of the ball and know how to score applying simple attacking/defending tactics.</p> <p>Can throw, catch, run with the ball, make backwards passes, tag other players, keep possession of the ball and know how to score applying simple attacking/defending tactics in competitions.</p>		<p>school day.</p> <p>Understand why exercise is good</p>
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