



	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
<p>Physical</p> <p>NC</p> <p>KS1</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing & catching, balance, agility & co-ordination and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking & defending. Perform dance using simple movement patterns. <p>KS2</p> <ul style="list-style-type: none"> Use throwing, jumping, running & catching in isolation and combination. Develop flexibility, strength, technique, control & balance. Perform dances using a range of movement patterns. 	1. Holds moments of stillness on different patches and points with control.	1. Holds balances using points and patches by reducing the number or size of contact points. Perform the 5 basic gymnastic shapes.	1. Explores use of space through different levels, directions and pathways in gym and dance with timing/rhythm	1. Can develop a sequence using a range of gymnastic or body shapes (such as 5 basic gymnastic shapes) with balance and traveling movements.	1. Can create and perform a sequence/routine individual or a pair using components like symmetry/asymmetry, counterbalance, change of levels, direction and speed	1. Can create and perform a sequence/routine in a group using components in year 5 and adding matching and mirroring and fitness to the performance
	2. Travels with coordination, control in different directions and varied spaces.	2. Performs simple movement patterns in aesthetic movement with agility, control and rhythm.	2. Can perform a pass with hands or feet. Adapting to specific sport.	2. Can successfully dribble feet or hands. Pass with hands or feet (chest/bounce or with feet) increasing accuracy adapting the skill in specific sport.	2. Successfully applies skills to effectively fulfil a specific position/roles in a game situation	2. Can apply relevant skills and components to a individual challenge or a situation within a small-sided or game
	3. Can throw, catch and kick independently. Various sized balls.	3. Can throw, catch and kick independently at a target with increasing accuracy and control.	3. Demonstrates good object manipulation, coordination and control with hands and feet.	3. Demonstrates how to create and deny space in a varied game situation.	3. Executes effective attacking and defending skills/tactics in a small-sided game situation.	3. Implements effective use of attacking/defending skills/tactics within a game situation right time/right place.
	4. Has the focus and effort required for a Physically active lesson and can sustain this with encouragement from either peers or staff	4. Remains focused and engaged throughout lesson demonstrating the necessary stamina with little encouragement. 5. Can ride a bike.	4. When using sustained effort and focus in lessons shows determination when learning new skills. Also applying skills learnt to new situations 5. Demonstrates the ability to use Mountain Bike Track	4. Has a level of understanding of physical effort and focus needed for game situation in a variety of sports 5. Can complete a circuit of Mountain Bike Track.	4. Understands when, where and how to use physical effort in game situations. Can start to explain that 5. Can complete and improve on performance around Mountain Bike Track.	4. Understands when, where and how to use physical effort in game situations. Can start to explain and analyses this. 5. Continue to improve on biking performance.
<p>Swimming</p> <p>NC</p> <ul style="list-style-type: none"> Swim competently, confidently & proficiently over a distance of at least 25m. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations. 	5. Can safely enter the water. Can fully submerge. Can swim a width unaided.	5. Can enter the water safely with a jump. Can fully submerge retrieving an object from the pool floor. Can swim 2 widths either on front or back unaided.	6. Can swim competently, confidently and proficiently on both front and back over 25m.	6. Can swim competently, confidently and proficiently over 50m. 7. Can demonstrate surfing skills.	6. Can swim competently, confidently and proficiently, using a range of strokes effectively. Perform safe self-rescue in different water-based situations.	6. Can swim competently, confidently and proficiently, using a range of strokes effectively over 100m exceeding NGS. Perform safe self-rescue in different water-based situations.
<p>Social & Emotional</p> <p>NC</p> <ul style="list-style-type: none"> Play competitive games modified where appropriate. Take part in outdoor & adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Explicit teaching of the values in our Toolkit for Learning, Love and Laughter.</p>	6. Follows simple instructions accurately Respect	6. Follows instructions and engages independently Respect	7. Improves a skill or performance effectively with others through listening and demonstrating their own ideas. Respect, Equality, Friendship and Determination	8. Confidently communicates the information/instruction given verbal or Visually to others Courage, Respect, Equality, Friendship and Determination	7. Follows instruction as an individual or team to set up the lesson and can take the warm-up and cool down in a lesson Inspiration, Courage, Respect, Equality, Friendship and Determination	7. Can deliver part of a lesson either from task card given or from creating they own active link to lesson objective Excellence. Courage, Respect, Equality, Friendship and Determination
	7. Shows confidence to perform in front of a small audience of peers. Courage	7. Takes part and is effective in Leap into Life sessions with a range of partners and small groups. Friendship and equality	8. Cooperates well in larger groups helping their group to function effectively Respect, Friendship and equality	9. Leads by example in lessons and competitions by working with enthusiasm and encouraging members of their team/group. (excellence) Determination, Respect, Friendship and equality	8. undertakes a role within a group to help other performance whether it a leader, official, helper, organiser Excellence, Determination, Courage, Respect, Friendship and equality	8. Works effectively in a team to plan and organise a safe multi skills session for KS1 multi skills festival Inspiration, Excellence, Determination, Courage, Respect, Friendship and equality
	8. Respect themselves by trying their best and showing determination if success is not immediate. Respect and Determination	8. Participates showing positive behaviour whatever the outcome of the session or competition. Respect, Determination and Inspiration	9. Shows determination in PE when learning new skills, applying skills to new situations. Courage, Respect, Determination and Inspiration	10. Manages their behaviours and emotions well across all environments in lessons and when representing the school, respectful of others at all times. Excellence, Courage, Respect, Determination and Inspiration	9. Understand fair play/sportsmanship and the sporting environment. Friendship, Equality, Excellence, Courage, Respect, Determination and Inspiration	9. Competes enthusiastically and fairly within the rules respecting the officials, opposition and environment around them Friendship, Equality, Excellence, Courage, Respect, Determination and Inspiration

Knowledge and understanding	9. always prepared to work safely in PE by being prepared with the correct footwear and kit for all related activities to P.E and sport	9. Works safely with other members of the team, before and during lessons. When setting up/ clearing up or using/carrying equipment.	10. Works safely in a group/team environment, showing consideration and respect for peers and their abilities. Before during and after lessons.	11. Looks at the performance of a peer or peers give verbal feedback at least one strength and one aspect that could be even better. Helping them to improve their performance	10. Accurately compares their own performance with previous ones' give themselves both verbal and visual feedback and sets ambitious targets to improve. Also be able to take peer to peer feedback to enhance performance	10. Can describe the performance of their team/group in relevant games and their contribution to it. Finding positives and things that could be better to develop the performance individually and as a team/group Giving verbal, visual and written feedback
	10. Can talk through the changes to their body temperature, breathing rate and heart rate when they become active.	10. . Knows what happens to the body (e.g blood flow, oxygen to muscles) when active and can demonstrate how to raise and lower the heart rate. Can describe a healthy diet.	11. Knows the function of lungs and can demonstrate how to raise and lower their breathing rate when preparing for and recovering from being active for a sustained period.	12.Can locate, name certain muscles like hamstring calf, quadriceps, biceps and body parts we use in being active like lungs, heart, brain. knows the functions of their body and the importance of its strength in sustained activity	11.Has understanding and can describe which activities they would use strength, stamina, speed, skill, and suppleness.	11. Can create a video, piece of writing or talk about their knowledge and understanding of work learnt in this area over their school Journey ????
	11.Can describe food that is healthy and that is unhealthy for their body.	11. Can describe a healthy diet.	12.. Can describe a well plate and give examples of balanced meals. Knows the impact of diet on the body.	13. Knows foods which give energy – slow burning and quick fix.	12. Can describe appropriate foods to eat before exercise, sport or activity.	12. Knows how to fuel their body for various sporting events and activities.