			PE Curric	culum Map		
			Physical	Education		
		Кпс	wledge (I Know How)	and Skills Progression	Map.	
		Psychomotor (physica	al) Cognitive (mental &	k psychological) Affect	ive (social & emotior	nal)
	EYFS	Year 1	Year 2	Year 3	Year 4	
	Revise and refine the	Show body control	Demonstrate quick	Travel with awareness	Travel with	Travel
	fundamental	when travelling.	changes of direction	of others when	awareness of others	aware
	movement skills		whilst maintaining	travelling at speed.	when travelling at	when
	they have already	Travel with awareness	coordination and		speed, in small	speed
	acquired:	of others.	balance.	Apply a variety of	spaces, large spaces	
	rolling			ways to travel in	and during a game.	Negot
	crawling	Show coordination	Demonstrate changes	combination.		within
	walking	and balance within	of direction whilst		Negotiate space	make
	• jumping	small and big	maintaining control of	Negotiate space	within a game to	decisio
	• running	movements.	equipment (balls).	within a game.	make quick	
	hopping				decisions.	Recog
	<ul> <li>skipping</li> </ul>	Show coordination,	Maintaining control	Link hopping, jumping		use ef
	• climbing	control and balance	when completing	and running with	Know and explain	of spe
Fundamental		when travelling	small and large foot	different take offs and	when to speed up	compe
Movements	Progress towards a	through equipment.	patterns/movements	landings.	and when to slow	game.
	more fluent style of				down when faced	
ABC	moving, with	Show determination	Apply effective	Recognise when to	with a variety of	Demo
( <b>1</b>	developing control	over long periods of	changes of directions	use effective changes	equipment.	coordi
(Agility,	and grace.	time.	of speed when	of speed when		and ba
Balance, Co-			competing against	competing in a game.	Recognise when to	travell
ordination)	Develop the overall	Apply agility, balance,	others.		use effective changes	equipr
	body strength, co-	and coordination,		Identify when to use	of speed and	
	ordination, balance,	individually and with	Master fundamental	effective changes of	direction when	Apply
	and agility needed to	others.	movements (running,	direction when	competing in a	princip
	engage successfully		hopping, jumping and	competing against	game.	for att
	with future physical education sessions.	•	skipping).	others.	Demonstrate	defend
	education sessions.		Show control when	Show balance and co-	control,	Comp
	Develop their small		travelling through	ordination when	control, coordination, agility	Compa perfor
	motor skills so that		equipment.	changing direction in	and balance when	previo
	they can use a range		equipments	combination with	travelling through	identif
	of tools		Apply effective	other skills.	equipment, while	improv
	competently, safely		decision making when	other skins.	performing a variety	
	and confidently.				Periorning a variety	
	and connuclity.					

#### Year 5

el with reness of others n travelling at .d.

otiate space in a game to e quick sions.

ognise when to<br/>effective changeswhen tradebeed when<br/>peting in aequipme<br/>maintain<br/>control control co

onstrate control, dination, agility balance when elling through pment.

y basic ciples suitable ttacking and nding.

pare own ormances with ious ones and tify areas for ovement.

#### Year 6

Travel with awareness of others when travelling at speed and complete more complex foot patterns.

Demonstrate good awareness when travelling through equipment whilst maintaining control of a bouncing ball.

Recognise when to use effective changes of speed when competing in a game.

Help/support others to play at their best.

Apply a range of skills that could offset defenders. Adapt movements in response to other

<b>7 1</b>				
Suggested tools:	competing against	Demonstrate control,	of gross-motor	Den
pencils for drawing	others.	coordination, agility	movements.	resi
and writing,		and balance when		part
paintbrushes,	Select and apply	travelling through	Work with others to	acti
scissors, knives,	correct running	equipment.	identify technique	
forks and spoons.	techniques when		and demonstrate	Арр
	travelling.	Compare own	how to improve	skill
		performances with	performance.	offs
	Know, apply and	previous ones and		
Confidently and	understand key skills	identify areas for	Apply basic	Ada
safely use a range of	of a good	improvement.	principles suitable	resp
large and small	performance.		for attacking and	child
apparatus indoors		Demonstrate	defending.	mo
and outside, alone	Show determination	resilience when		s.
and in a group.	and begin to show	participating in		Con
	resilience when	activities.		whe
Develop overall	competing against self		Link hopping	thro
body-strength,	and others.		jumping and running	equ
balance, co-			together when	dem
ordination and			travelling through a	bod
agility.			variety of	
-0			equipment.	Ider
			edbe.	othe
				whe
				thro
				equ
				equ

emonstrate silience when articipating in ctivities.

pply a range of ills that could fset defenders.

dapt movements in sponse to other hildren's actions, ovements/location

ombine SAQ skills hen travelling rough a range of quipment and emonstrate good ody control.

entify and evaluate thers performances hen travelling trough SAQ quipment.

children's actions, movements/locati ons.

Combine SAQ skills when travelling through a range of equipment and demonstrate good body control.

Identify and evaluate others/own performances when travelling through SAQ equipment.

Demonstrate fast reactions, control and balance and good body posture when travelling past others.

	EYFS	Year 1	Year 2	Year 3	Year 4	
	Revise and refine the	Show body control	Show body control	Show body control	Change speed and	Reco
	fundamental	when travelling.	when travelling.	when travelling.	direction showing	speed
	movement skills				body control and	to slo
	they have already	Travel with awareness	Travel with awareness	Travel through tight	balance.	using
	acquired:	of others.	of others.	areas avoiding contact		
	• rolling	Chain accuding tion		from others when	Travel with	Trave
	crawling	Show coordination	Recognise when to	travelling at different	awareness of others.	equip
	walking	and balance within	speed up and when to	speeds.		main
	• jumping	small and big	slow down when		Recognise when to	of a b
	• running	movements.	using equipment.	Recognise when to	speed up and when	
	<ul> <li>hopping</li> </ul>	Show coordination,		speed up and when to	to slow down when	Ident
	<ul> <li>skipping</li> </ul>	control and balance	Show coordination	slow down while	using equipment.	key s
	climbing	when travelling	and balance within	using equipment.		perfo
		through equipment.	small and big		Show coordination	throu
	Progress towards a		movements.	Travel through	and balance within	other
	more fluent style of	Apply agility, balance		equipment	small and big	
Fundamental	moving, with	and coordination,	Show coordination	demonstrating good	movements.	Show
Movements	developing control	individually and with	control and balance	arm and knee motion		chang
	and grace.	others.	when travelling	in combination.	Apply agility,	and d
SAQ			through equipment.		balance, and	trave
	Develop the overall	Show perseverance		Demonstrate good	coordination,	defen
(Speed, Agility,	body strength, co-	when exploring new	Master basic	balance by travelling	individually and with	
Quickness)	ordination, balance	skills.	movements, including	with a straight back	others.	Expla
	and agility needed to		running and jumping.	and head up, whilst		skills
	engage successfully			using equipment.	Demonstrate how to	trans
	with future physical		Travel with control		speed up, slow	main
	education sessions.		when travelling	Race against others	down, change	
			through equipment.	maintaining good	direction and stop,	Creat
				technique when	with control and	trave
			Know, apply and	travelling through	balance.	equip
			understand key skills	equipment.		apply
			of a good	Develop constant	Understanding what	from
			performance.	Develop complex	their best looks like	lesso
				movements, including	and how to achieve	
				running and jumping,	it.	Unde
				dummy step, side-	Know and	maxi
				step.	Know and	looks
					understand key skills	deter
						achie

#### Year 5

ognise when to ed up and when low down when ng equipment.

vel through SAQ ipment whilst intaining control ball.

ntify and explain skills of a good formance, ough watching ers.

w effective nges of speed I direction to /el past the ender.

lain a variety of Is that could be nsferred into instream sports.

ate new ways to vel through ipment whilst olying SAQ skills m previous sons.

lerstand what kimum effort ks like and show ermination to ieve it.

#### Year 6

Recognise when to speed up and when to slow down when using equipment.

#### Show

coordination and balance within small and large movements when competing.

#### Show

coordination, control and balance when travelling through equipment when competing.

Apply agility, balance and coordination, individually and with others.

Know, apply and explain key skills of a good performance.

Show effective changes of speed and direction to travel past the defender.

		Persevere when finding a challenge difficult. Make quicker decisions when deciding which skill to use in a variety of situations.	of a good performance. Show effective changes of speed and direction to travel past the defender. Make good decisions in When competing in teams.	Sh wł ne tas

Show confidence when completing new challenges or tasks. Explain a verity of skills that could be transferred into mainstream sports.

Create new ways to travel through equipment whilst applying SAQ skills from previous lessons.

Show perseverance to achieve personal bests.

Share ideas and work together to approach different tasks.

Compete within the rules showing fair play and honesty when playing independently.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Develop the overall body strength, co- ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency.	Move confidently and safely around others and apparatus/equipment Apply balance agility and coordination whilst performing gymnastic skills. Performed a variety of gymnastic skills: Performed a variety of gymnastic skills: Perform simple Tuck Front and back support Jumps Perform simple movement patterns. Continue to try again if you do not succeed. Take turns and share equipment with others.	Move confidently and safely around others and apparatus/equipment Apply balance agility and coordination whilst performing gymnastic skills. Perform a variety of gymnastic skills: Perform simple Tuck Straddle Pike Front and back support Jumps Perform simple movement patterns. Demonstrate a variety of rolls: pencil roll, tuck roll, teddy bear roll, rock and roll and forward roll. Perform simple sequences as an individual and with a partner. Develop competence to excel in a broad range of physical	Move confidently and safely around others and apparatus/equipment Apply balance agility and coordination whilst performing gymnastic skills. Compare performances with previous ones and demonstrate improvements to achieve personal best. Link actions to create sequences of movements, including: Shapes Rolls Skipping Jumping (1/2 turns, 1/4 turns, using a different number of feet) Sliding Develop an understanding of how to improve and evaluate own performance/s. Encourage and motivate others to	Move confidently and safely around others and apparatus/equipmen t. Apply balance agility and coordination whilst performing gymnastic skills. Evaluate own and others performances and make suggestions for improvement. Link actions to create sequences of movements, including: • Rolls • Cartwheels • Variety of jumps • Balances • Different heights • Ways of travelling Show a good understanding of how to improve and evaluate own performance/s.	Transition from skill to skill with good flow, control, and balance. Identify areas for improvement within your own performance. Observe/score other groups giving feedback, whilst explaining judges scoring systems for gymnastics. Link complex actions and skills to create a sequence, including: • Variety of rolls • Canon • Synchronized actions • Symmetry • Different start and finishing positions. • Counter balance/count er tension. Work collaboratively with others to suggest ideas on how to improve a performance.	Transition from skill to skill with good flow and balance incorporating canon. Develop more complex use of apparatus into a sequence. Master a variety of gymnastics skills and include them in a routine, including: • Rolls with different start and finish positions • Cartwheels • Handstands • Movements /transitions • Leaps, jumps and twists. • Canon, synchronise d, and symmetry • Taking weight on hands and different body parts

	Know, apply and understand key skills of a good performance.	achieve their personal best. Know, apply and understand key skills of a good performance. Explore apparatus, demonstrate control, balance, and co- ordination. Perform a forward roll from a high start position.	Work with others to self-manage performances. Make good decisions when exploring apparatus, demonstrate control, balance and coordination. Perform a forward roll from a high start position and finishing in a high finish. Combine movements, actions, and balances individually or collaboratively to create a routine	Incluce appare seque Demo under how tevalue perfo Use si flexib the quaction Sugge differ impro perfo
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ude different paratus into a uence.

nonstrate an lerstanding of v to improve and luate own formance/s.

e strength and sibility to improve quality of ions. gest to others, erent ways to prove formances.  Counter balance and counter tension in groups.

Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Work collaboratively with others to improve a performance. Reflect, suggest and demonstrate an understanding of how to improve and evaluate own/others performances.

Create, combine, and perform more complex balances and movements, with fluency and control.

Lead others and show consideration of including all with in a group.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Develop the overall	Follow simple dance	Follow simple dance	Create appropriate	Create appropriate	Create a dance	Create a dance
	body strength, co-	patterns.	patterns.	actions/movements	actions/movements	routine with a	routine with a
	ordination, balance			relating to a chosen	relating to a chosen	partner or a small	partner or as a
	and agility needed to	Perform basic dance	Perform basic dance	song.	song.	group that has the	small group that
	engage successfully	actions.	actions.			following:	includes:
	with future physical			Create appropriate	Create appropriate	Appropriate	Gymnastic
	education sessions	Apply control and	Apply control and	actions to represent	actions to represent	actions/move	skills
	and other physical	fluency to actions.	fluency to actions.	characters within a	characters within a	ments relating	Rhythmic
	disciplines including			dance.	dance.	to a chosen	moves
	dance, gymnastics,	Use expression when	Use expression when			song.	• Floor timing
	sport and swimming.	dancing.	dancing.	Perform basic dance	Perform basic dance	Appropriate	• Flow
				actions in timing to a	actions in timing to a	actions to	Timing
	Combine different	Combine actions to	Combine actions to	song/rhythm/beat.	song/rhythm/beat.	represent	Imagination
	movements with	make simple dance	make simple dance			characters	
	ease and fluency.	patterns.	patterns.	Perform small	Perform small	within a	•
				sequences with	sequences with	dance.	Combine dance
		Begin to perform with	Master simple	fluency.	fluency.		actions to a series
		confidence and a	fundamental			Combine dance	of different songs
_		freedom to take risks.	movements.	Complete dance	Complete dance	actions in timing of a	that include
Dance				actions using counts	actions using counts	song/rhythm/beat.	different tempos
			Create short	of 4 and 8.	of 4 and 8.		and beats.
			sequences with a			Include a variety of	
			partner.	Begin to compare	Begin to compare	expressions to match	Compose
				movements and	and adapt	movements, actions	individual,
			Develop competence	motifs.	movements and	and the song	partner and group
			to excel in a broad		motifs to create a	selected.	dances that
			range of physical	Use simple dance	larger sequence.		reflect the chosen
			activities.	vocabulary to		Show creativity and	dance style.
				compare and improve	Use simple dance	share ideas when	
			Know, apply, and	work.	vocabulary to	creating a routine in	Show creativity
			understand key skills		compare and	a group.	through the use
			of a good	Show flexibility	improve work.		of dramatic
			performance.	strength and balance.		Show flexibility,	expression,
					Use expression when	strength, technique,	emotion and
				Dance with	dancing.	control, and balance.	feelings, and a
				confidence and a			wide range of
				freedom to take risks.	Create short	Dance with	dance styles.
					sequences with a	confidence and	•

			partner or a small group.	know take i
			group. Know, apply and understand key skills of a good performance and make recommendations of how to make improvements. Dance with	Show pace their Deve awar use o Show stren
			confidence and a freedom to take risks.	contr

ow when/how to e risks.

ow a change of ce and timing in fir movements.

velop an areness of their a of space.

ow flexibility, ength, technique, atrol, and balance.

Perform with confidence, using a range of movements, styles, techniques and ideas in front of an audience.

Compose different dance styles adopting different dance styles from different era's.

	EYFS	Year 1	Year 2	Year 3	Year 4	
	Develop the overall	Throw to a target over	Throw to a target over	Use a variety of	Use a variety of	Mast
	body strength, co-	a short distance.	a longer distance.	equipment to send	equipment to send	sendi
	ordination, balance			and receive to a	and receive to a	receiv
	and agility needed to	Throw a wide range of	Throw a wide range of	partner.	partner witch	whils
	engage successfully	equipment at	equipment at		consistency and over	differ
	with future physical	different targets.	different targets.	Master throwing and	a variety of	and d
	education sessions			catching techniques.	distances.	
	and other physical	Use a variety of	Use a variety of			Know
	disciplines including	equipment to send	equipment to send	Know, apply and	Master throwing and	unde
	dance, gymnastics,	and receive to a	and receive to a	understand key skills	catching techniques.	of a g
	sport and swimming.	partner.	partner.	of a good		perfo
				performance.	Know, apply and	make
	Further develop and	Begin to demonstrate	Demonstrate and		understand key skills	impro
	refine a range of ball	and understand	understand receiving	Receive from a variety	of a good	
	skills including	receiving techniques.	techniques.	of heights, speeds,	performance when	Main
	throwing, catching,			distances, and angles.	maintaining	when
	kicking, passing,	Know and understand	Demonstrate and		possession.	equip
	batting, and aiming.	how to use	understand sending	Maintain control		game
Conding and		equipment safely and	techniques.	when travelling with	Send and receive	increa
Sending and	Develop confidence,	with control.		equipment.	from a variety of	from
Receiving	competence,		Know and understand		heights, speeds,	
	precision, and	Compete in	how to use	Identify space when	distances and angles.	Ident
	accuracy when	challenges with	equipment safely and	sending and receiving.		sendi
	engaging in activities	others and yourself	with control.		Maintain control	receiv
	that involve a ball.	whilst demonstrating		Begin to make good	when travelling with	press
		good technique.	Master throwing and	decisions to maintain	equipment during a	defer
			catching techniques.	possession.	game.	
		Encourage others to				Take
		do their best when	Know, apply and	Explain and apply	Identify space when	positi
		competing in a team.	understand key skills	receiving techniques.	sending and	play a
			of a good		receiving.	posse
			performance.	Effective		1
				communication/signal	Make good decisions	Ident
			Work effectively in	s to help maintain	to maintain	apply
			small groups when	possession.	possession through	receiv
			competing as a team.		use of space.	
				Select appropriate		Effect
				speed, weight and		comn

#### Year 5

ster a variety of ding and eiving techniques lst travelling over erent distances different angles.

w, apply and lerstand key skills good formance and ke suggestions for provement.

ntain control en travelling with ipment during a ne and under easing pressure n opponents.

ntify space when ding and eiving, under ssure from enders.

e up good itions to support and maintain session.

ntify, explain, and ly a variety of eiving techniques.

ctive munication/sign

#### Year 6

Master a variety of sending and receiving techniques through a range of in game situations and scenarios.

Know, apply and understand key skills when regaining possession and maintaining possession in a game situation.

Maintain control when dribbling with equipment, selecting the best time to pass, and selecting the best choice of pass to make.

Identify space when sending and receiving, allowing your team to create the best chances to score.

Identify, explain, apply and suggest improvements on different sending

		distance when passing.	Explain and apply a variety of receiving techniques. Effective communication/sign als to help maintain possession. Start to recognise when to travel or when to pass.	als t pos

ls to help maintain ossession.	and receiving techniques in a variety of sports.	
	Effective communication/si gnals to help maintain possession.	

	EYFS	Year 1	Year 2	Year 3	Year 4	
	Develop the overall	Develop awareness of	Understand running	Develop an awareness	Develop an	Apply
	body strength, co-	speed and distance	speeds depending on	of time, speed and	awareness of time,	of time
	ordination, balance		distance and	distance.	speed and distance.	distan
	and agility needed to	Run at different	equipment.			
	engage successfully	speeds and durations.		Select appropriate	Select appropriate	Select
	with future physical		Throw with	speed when travelling	speed when	speed
	education sessions	Awareness of distance	coordination force,	at a variety of	travelling at a variety	travell
	and other physical	when throwing	distance, control and	distances.	of distances.	of dist
	disciplines including	objects.	Accuracy.			
	dance, gymnastics,			Apply running	Apply running	Apply
	sport and swimming.	Travel with	Select appropriate	techniques to improve	techniques to	techni
		coordination and	speed when travelling	performance.	improve	improv
	Combine different	control	at a variety of		performance.	perfor
	movements with	Throw with an object	distances.	Apply throwing		
	ease and fluency.	with appropriate		techniques to improve	Apply throwing	Develo
		force.	Compete against	performance.	techniques to	jumpir
			others in a variety of		improve	for a v
		Throw a range of	distances.	Throw with	performance.	includi
		equipment at		coordination force,		and fli
Athletics		different targets.	Apply effective use of	distance, control and	Throw with	
			balance, agility and	accuracy.	coordination force,	Apply
		Master basic	coordination when		distance, control and	techni
		movements,	competing against	Take off, jump and	accuracy.	improv
		including running,	others.	land demonstrating		perfor
		jumping, throwing		control and balance.	Take off, jump and	
		and catching.	Become increasingly		land using one foot,	Throw
			competent and	Compete against	two feet and	coordi
		Develop balance,	confident in a broad	others in a variety of	alternate feet,	distan
		agility and	range of activities.	events/games.	demonstrating	accura
		coordination and			control and balance.	Take o
		begin to apply these	Develop competence	Start to combine		land d
		in a range of activities.	to excel in a broad	running/sprints with	Compete against	contro
			range of physical	hurdles.	others in a variety of	from s
		Explore skills	activities.		events/games.	runnin
		independently before		Know understand and		
		asking others for help.	Know, apply and	explain the	Know, identify and	Learn
			understand key skills	importance of	apply running and	step ar
			of a good	adjusting speed when	jumping techniques,	a stand
			performance.	attacking hurdles.	in combination,	

Y	e	а	r	5
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y an awareness ne, speed and nce.

ct appropriate d when elling at a variety stances.

y running niques to ove ormance.

elop a suitable bing technique vertical jump, ding take off flight.

y throwing niques to ove ormance.

w with dination, force, ince, control and racy. off, jump and demonstrating rol and balance standing and a ing start.

n how to hop, and jump from nding start.

#### Year 6

Apply an awareness of time, speed and distance.

Select appropriate speed when travelling at a variety of distances.

Accelerate from a start position.

Run over hurdles with fluency and consistency with a concise and consistent stride pattern.

Apply, refine and identify correct throwing techniques for distance and accuracy.

Throw with coordination, force, distance, control and accuracy. Take off, jump and land demonstrating control and balance.

		Compare own performances with previous ones. Develop an understanding of how to improve and evaluate own performance. Demonstrate resilience when participating in activities.	<ul> <li>when attacking hurdles.</li> <li>Watch and compare own/others performances with previous ones.</li> <li>Develop an understanding of how to improve and evaluate own/others performance.</li> <li>Demonstrate resilience when participating in activities.</li> <li>Compete in a relay race and be able to describe and explain techniques for a good changeover.</li> </ul>	Peria a va pati Con othe eve Con peri prev Ider and peri thro Den resi pari acti Con resi pari acti Con resi pari acti Con resi pari acti con resi con con con resi con con con resi con resi con resi con res
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erform a triple with variety of foot atterns.

ompete against hers in a variety of ents/games.

ompare their own erformances with revious ones. entify, describe, ad evaluate others erformance rough observation.

emonstrate silience when articipating in ctivities.

ompete in a relay ce, maintaining peed throughout pange over.

eate and develop ctics and strategies r when competing an individual and a team whilst ompeting in a riety of athletic vents. Compete against others in a variety of events/games.

Learn how to hop, step and jump from a running start.

Develop an understanding, through working with others, of how to improve and evaluate own/others performances.

Demonstrate resilience when participating in activities.

Compete in a relay race, maintaining speed, endurance, and fluent changeovers.

Create and develop tactics and strategies for when competing as an individual and as a team

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when competing in a variety of athletic events.

Apply throwing techniques to develop power and accuracy.

	EYFS	Year 1	Year 2	Year 3	Year 4	Ye
	Further develop and	Basic understanding	Develop an	Defend/attack an area	As a team defend a	Defend
	refine a range of ball	of the rules in a game.	understanding of how	when faced with an	goal when faced	goal as
	skills including:		rules affect the way a	opponent.	with opponents.	faced v
	throwing, catching,	Understand how a	game is played.			overloa
	kicking, passing,	playing area affects		Compete against	As a team attack a	opposi
	batting, and aiming.	your decisions.	Defend an area when	yourself and/or	goal when faced	
			faced with an	others.	with opponents.	Attack
	Develop confidence,	Defend an area when	opponent.			goal as
	competence,	faced with an		Apply ABC skills	Compete against	faced v
	precision and	opponent.	Attack an area when	where appropriate.	yourself or others	overloa
	accuracy when		faced with an		using a variety of	oppon
	engaging in activities	Attack an area when	opponent.	Compete against	equipment, across	
	that involve a ball.	faced with an		yourself and others	several different	Attack
		opponent.	Compete against	using a variety of	sports.	goal w
			yourself and/or	equipment, across		overloa
		Compete against	others.	several different	Start to develop a	
		yourself and/or		sports.	knowledge of a	Create,
		others.	Apply ABC skills		variety of skills and	apply i
Competitive			where appropriate.	Start to develop a	how to improve	to atta
competitive		Apply ABC skills		knowledge of a	performances.	extra p
		where appropriate.	Compete against	variety of skills and		
			others using a variety	how to improve	Develop competence	Make s
		Begin to play with	of equipment.	performances.	to excel in a broad	way to
		confidence and a			range of physical	opposi
		freedom to take risks.	Start to develop a	Develop competence	activities.	extra p
			knowledge of a	in a wider range of		
		Explore new skills	variety of skills.	physical activities.	Start to create ideas	Identif
		independently before			for simple strategies	ways to
		asking others for help.	Develop competence	Start to create ideas	and tactics.	perform
			to excel in a broad	for simple strategies		adapts
			range of physical	and tactics.	Compare own	tactics.
			activities.		performances with	
				Compare own	previous ones and	
			Know, apply and	performances with	identify areas for	Demor
			understand key skills	previous ones and	improvement.	resilier
			of a good	identify areas for		particip
			performance.	improvement.	Demonstrate	activiti
					resilience when	

#### Year 5

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#### Year 6

Defend as a team in a chosen sport.

Adapt strategies and tactics to combat the oppositions attacks.

Attack as a team in a chosen sport.

Create ideas of how to counter attack/attack quickly.

Demonstrate resilience when participating in activities and encourage others to do the same.

Play with confidence and know when/where to take risks.

Compete within the rules, showing fair play and honesty, when playing independently.

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Understand the	Identify how to	Explain the	Discuss and plan
				importance of	improve a	differences between	an activity and
				knowing symbols and	performance in the	similar looking	consider the most
				planning a route on a	following areas:	orienteering symbols	effective
				map.	Planning	in relation to setting.	approach for
					Time		successful
				Children to self and	management	Pinpoint locations	completion of an
				peer assess routes	Accuracy	using lining up	orienteering
				followed on a map.	Group support	techniques in large areas with limited	course.
				Apply effective	Recognise skills that	references.	Complete a more
				communication to	are important to the		complex
				solve simple	game/activity and	Create and draw	orienteering
				problems.	select the	simple maps using	course,
					appropriate time to	scale and birds eye	individually and
				Work in small groups	use them.	view.	as a group.
				to create effective			
				strategies for visiting	Compete in an	Evaluate other	Can use a
Outdoor				control points.	orienteering course.	children's decisions,	compass to
Adventurous						when pinpointing	identify location
Activities				Complete a simple	Create a course with	and travelling to	and direction of
				orienteering course.	accuracy for others	locations on a map.	travel.
				Identify locations	to follow/complete.	Evalain the	Evalain
				Identify locations		Explain the	Explain tochniques for
				using a map and show a good understanding		importance of symbols,	techniques for identifying
				of direction (NESW).	safety as well as	fractions and	locations on a
				of direction (NESW).	travelling time when	travelling speeds	map if you are
				Consider health and	locating possible	when completing an	lost.
				safety as well as	routes to locations.	orienteering course.	
				travelling time when	Explain techniques		Orientate myself,
				locating possible	Explain techniques when pinpointing	Work effectively as a	partner and team
				routes to locations.	locations and	team to complete an	with confidence
					support others when	orienteering course.	and accuracy
				<b>Pinpoint locations</b>	working in small		around an
				using lining up	groups.		orienteering
				techniques.	Prodesi		course when
					Recognise and know		under pressure
	1						

		Recognise skills that are important to the game/activity and select the appropriate time to use them.	team work, when communicating clearly with others in a team.

# constraint/race against others).

Use clear and effective communication to make a positive contribution to a team.

Show leadership qualities where appropriate, when working in a team.

	EYFS	Year 1	Year 2	Year 3	Year 4	
	Travel with speed	Show awareness of	Children to use good			
	avoiding contact	space and other	awareness of other			
	with other children.	children.	children in small and			
			large areas with			
	Use a variety of	Use a variety of	safety.			
	equipment to travel.	equipment safely.				
			Effective use of			
	Negotiate space	Explain the	change of speed and			
	avoiding equipment	importance of	direction.			
	and obstacles.	awareness when	Domonstrato quick			
	Recognise when to	competing in different games/activities.	Demonstrate quick decisions and good			
	travel slow or fast in	games/activities.	use of timing when			
	tight or large areas.	Travel with awareness	travelling past others			
	tight of large areas.	whilst maintaining	and when using			
	Show an awareness	control of a	equipment.			
	of space and	ball/equipment.	- <b>4b</b>			
	distance when		Travel with good			
	sending/receiving	Travel with a	awareness whilst			
Awareness	with a partner.	ball/equipment	maintaining good			
		showing changes of	control of equipment.			
	Work cooperatively	speed and direction.				
	and share/take turns		Show good awareness			
	with others.	Master basic	when competing			
		movements, including	against others.			
		running and jumping.				
			Know, apply and			
			understand key skills			
			of a good			
			performance.			
			Chave ideas within a			
			Share ideas within a team or with a			
			partner.			

Year 5	Year 6

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Adapt tactics and	Identify and apply a	Identify and explain	Identify, explain,
				strategies to suit	variety of skills that	a range of tactics and	and apply
				different variations of	are suitable for	strategies that can	different ideas of
				a game.	different attacking	be used across a	how to improve a
					and defending	variety of different	range of tactics
				<b>Recognise skills that</b>	strategies.	sports.	and strategies
				are important to the			that could be
				game/sport/activity.	Change tactics within	Reflect, review and	used in a variety
					a game in relation to	highlight what	of different
				Suggest ideas that	the oppositions	worked well in the	sports.
				could help you win	play/approach.	following areas:	
				the game.		Own performance	Highlight what
					Change tactics to win	(as an individual)	worked well in
				Explain tactics that	a game, adapting	Teams performance	the following
				could be used in a	and improving own		areas:
				variety of	teams, areas for	Defend a goal as a	Own performance
				games/sports/activiti	development.	small team,	(as an individual)
				es.		identifying and	Teams
Tactics &					Defend an area as	applying individuals'	performance
Strategies				Highlight what	part of a small team.	roles and	Opposition
Strategies				worked well in the		responsibilities.	performance
				following areas:	Attack an area as		
				Own performance (as	part of a small team.	Attack a goal as a	Defend a goal as a
				an individual)		small team,	small team,
				Teams performance	Use effective	identifying and	identifying and
				Opposition	communication	applying individuals'	applying
				performance	during a game to	roles and	individuals' roles
					help maintain focus	responsibilities.	and
				Defend an area as an	of tactics and		responsibilities,
				individual	strategies.	Use effective	when
						communication	outnumbered.
				Attack an area as an	Work with others	during a game to	
				individual	and show an	help maintain focus	Attack a goal as a
					awareness of how	of tactics and	small team,
				Use effective	other people feel, to	strategies.	identifying and
				communication	complete a shared		applying
				during a game to help	goal.	Share ideas with	individuals' roles
				maintain focus of		others in a team and	and
				tactics and strategies.			responsibilities

		Discuss tactics with others and be confident in trying new ideas.	decide on the best approach to a task.	when outnumbered. Use effective communication during a game to help maintain focus of tactics and strategies. Effectively create and use space for self and others to outwit an opponent.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Apply receiving	Apply basic principles	Apply a variety of	Recognise danger	React to
			techniques. (getting in	for striking and	strategies when	areas when fielding	situations
			line with the ball)	fielding. (positioning	fielding. (Identifying	and react to	presented by
				when fielding/Striking	and exploiting	situations presented	batting children.
			Demonstrate quick	to gaps when batting)	batters weakness).	by batting children.	(left hand
			decisions when				batters/right
			striking and fielding.	Strike a ball from a	Apply a variety of	Recognise danger	hand
				bobble feed. (ball	strategies when	areas when batting	batters/weakness
			Send and receive with	bouncing towards	batting. (identifying	and react to	in previous shot
			some accuracy.	batter)	and exploiting	situations presented	selections/
					fielding teams	by the fielding team.	batting
			Strike a ball off a tee	Take up appropriate	weakness).		techniques).
			and a drop feed.	fielding position in		Identify and apply a	
				relation to other	Consistently strike a	varied shot selection	Show good
			Explain and	children and the	ball from a bowler's	when batting.	awareness of
			demonstrate the	batter.	delivery. (one		bowling and
			importance of weight		bounce).	Identify and explain	fielding strategies
Striking and			when sending and	Affect others with		different batting	when striking a
Feilding			receiving.	good communication	Identify and apply	techniques.	ball (shot
				and organisation skills	correct footwork and		selection/areas to
			Develop competence	when taking up	body position when	Throw at a target	exploit).
			to excel in a broad	fielding positions in	attacking a moving	with speed and	
			range of physical	relation to the batter.	ball.	accuracy when	Set up
			activities.			competing against	appropriate
				Bowl to a target only	Can throw accurately	others.	fielding positions
			Know, apply and	allowing one bounce.	over different		as a team and as
			understand key skills		distances.	Perform an over arm	an individual.
			of a good	Use a variety of		bowl with good	
			performance.	equipment to strike a	Take up appropriate	weight and speed.	Identify, explain,
				moving ball.	fielding position in		and suggests ways
					relation to other	Use effective	to improve a
				Describe batting	children and the	communication	variety of batting
				techniques.	batter.	when batting.	techniques.
				Describe techniques	Affect others with	Play with confidence	Perform an over
				for accurate bowling.	good communication	and support others	arm bowl at a
					and organisation	during a game.	variety of lengths
					skills when taking up		still maintaining
					fielding positions in		good weight,

		Adapt ideas for striking and fielding strategies. Play with confidence and a freedom to take risks.	relation to the batter. Describe and explain batting techniques. Know when and how to take risks when batting.

# speed and accuracy.

Use effective communication when batting and make quick decisions as a per/group.

Play with confidence and a freedom to take risks.

### WWWW Kow DE Sports could

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attack & Defend	Apply simple attacking and defending techniques quick changes of direction changes of speeds awareness of others and space effective uses of changes of direction and speed	Defend an area 1 V 1 Attack an area 1v1 Apply simple attacking and defending techniques. Demonstrate an awareness of others and space to attack	Develop and understanding of rules. Apply basic strategies suitable for attacking and defending. Make good decisions whilst competing against others. Defend and attack an area 1 V 1 or 2 v 2. Demonstrate an awareness of others and space to attack. Compare own performances with previous ones and identify areas for improvement.	<ul> <li>Pass and move maintaining control of the ball, in small spaces and during games, with increased pressure.</li> <li>Start to show control of equipment when travelling at speed or competing against others.</li> <li>Explain, apply and adapt basic strategies/tactics suitable for attacking and defending.</li> <li>Make quick decisions whilst competing against others, individually and as a team.</li> <li>Defend an area 1 V 1 or 2 v 2, individually and as a team.</li> <li>Attack an area 1 V 1 or 2 v 2, individually and as a team.</li> </ul>	Create and apply strategies suitable for attacking and defending. Make quick decisions whilst competing against others. Defend an area 2 v 2, 3 v 3. Attack an area 2 v 2, 3 v 3. Attack with speed and control Exploit space when attacking. Recognise when to tackle or when to defend a space.	Make quick decisions whilst competing against others. Defend an area when face with opposition with a higher number (overload). Attack an area when face with opposition with a higher number (overload) Create opportunities to set traps when defending as a team. Create opportunities to shoot/score when competing as a team. Recognise when to tackle or when to defend a space.

	All	Year Groups				
Active Lifestyle	<ul> <li>Lead healthy active lives.</li> <li>Healthy snack and dinner choices</li> <li>Meet the 60mins expected time for being active</li> <li>Explain the benefits of being active.</li> <li>Explain the benefits of eating healthy.</li> <li>Know and explain the benefits of a healthy mindset.</li> </ul>	<ul> <li>Over the school year have three sessions dedicated to</li> <li>The importance of healthy eating.</li> <li>How to look after your mental wellbeing.</li> <li>The importance of keeping active.</li> </ul>				
	Year 4					
Swimming	<ul> <li>Swim competently, confidently, and proficiently over a distance of at least 25 metres.</li> <li>Swim up to 100 meters using front crawl, backstroke, and breaststroke.</li> <li>Swim between 50 and 100m using three strokes, sustaining swimming over an extended time.</li> <li>Swim over 100m using three strokes, at a sustainable pace.</li> <li>Perform safe self-rescue in different water-based situations.</li> <li>Show a problem-solving approach to survival.</li> <li>Perform safe self-rescue in different water-based situations.</li> <li>Perform safe self-rescue in different water-based situations.</li> <li>Perform a wide range of survival techniques.</li> </ul>					
KS 1 & KS 2						
Team Building/ Problem solving	<ul> <li>Be able to us effective communication in groups.</li> <li>Be able to create effective strategies to complete tasks as an individual or in a group.</li> <li>Show resilience when working individually or as a group on a task.</li> <li>Compete against yourself and others with positivity.</li> <li>Show teamwork and co-operation while solving puzzles.</li> <li>Collaborate with team mates to complete challenges.</li> <li>Demonstrate a climate of joy and freedom when working with others.</li> </ul>					

to the following: