

PE Curriculum Map								
Physical Education								
Knowledge (I Know How) and Skills Progression Map.								
Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)								
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Fundamental Movements ABC (Agility, Balance, Co-ordination)	Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing 	<p>Show body control when travelling.</p> <p>Travel with awareness of others.</p> <p>Show coordination and balance within small and big movements.</p> <p>Show coordination, control and balance when travelling through equipment.</p>	<p>Demonstrate quick changes of direction whilst maintaining coordination and balance.</p> <p>Demonstrate changes of direction whilst maintaining control of equipment (balls).</p> <p>Maintaining control when completing small and large foot patterns/movements</p>	<p>Travel with awareness of others when travelling at speed.</p> <p>Apply a variety of ways to travel in combination.</p> <p>Negotiate space within a game.</p> <p>Link hopping, jumping and running with different take offs and landings.</p>	<p>Travel with awareness of others when travelling at speed, in small spaces, large spaces and during a game.</p> <p>Negotiate space within a game to make quick decisions.</p> <p>Know and explain when to speed up and when to slow down when faced with a variety of equipment.</p> <p>Recognise when to use effective changes of speed and direction when competing in a game.</p> <p>Demonstrate control, coordination, agility and balance when travelling through equipment.</p>	<p>Travel with awareness of others when travelling at speed.</p> <p>Negotiate space within a game to make quick decisions.</p> <p>Recognise when to use effective changes of speed when competing in a game.</p> <p>Demonstrate control, coordination, agility and balance when travelling through equipment.</p> <p>Apply basic principles suitable for attacking and defending.</p> <p>Compare own performances with previous ones and identify areas for improvement.</p>	<p>Travel with awareness of others when travelling at speed and complete more complex foot patterns.</p> <p>Demonstrate good awareness when travelling through equipment whilst maintaining control of a bouncing ball.</p> <p>Recognise when to use effective changes of speed when competing in a game.</p> <p>Help/support others to play at their best.</p> <p>Apply a range of skills that could offset defenders. Adapt movements in response to other</p>	
	Progress towards a more fluent style of moving, with developing control and grace.	Show determination over long periods of time.	Apply effective changes of directions of speed when competing against others.	Recognise when to use effective changes of speed when competing in a game.	Identify when to use effective changes of direction when competing against others.	Recognise when to use effective changes of speed and direction when competing in a game.	Demonstrate control, coordination, agility and balance when travelling through equipment.	Recognise when to use effective changes of speed when competing in a game.
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions.	Apply agility, balance, and coordination, individually and with others.	Master fundamental movements (running, hopping, jumping and skipping).	Identify when to use effective changes of direction when competing against others.	Identify when to use effective changes of direction when competing against others.	Recognise when to use effective changes of speed and direction when competing in a game.	Apply basic principles suitable for attacking and defending.	Recognise when to use effective changes of speed when competing in a game.
	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.		Show control when travelling through equipment.	Show balance and co-ordination when changing direction in combination with other skills.	Show balance and co-ordination when changing direction in combination with other skills.	Demonstrate control, coordination, agility and balance when travelling through equipment, while performing a variety	Compare own performances with previous ones and identify areas for improvement.	Apply a range of skills that could offset defenders. Adapt movements in response to other

	<p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>		<p>competing against others.</p> <p>Select and apply correct running techniques when travelling.</p> <p>Know, apply and understand key skills of a good performance.</p> <p>Show determination and begin to show resilience when competing against self and others.</p>	<p>Demonstrate control, coordination, agility and balance when travelling through equipment.</p> <p>Compare own performances with previous ones and identify areas for improvement.</p> <p>Demonstrate resilience when participating in activities.</p>	<p>of gross-motor movements.</p> <p>Work with others to identify technique and demonstrate how to improve performance.</p> <p>Apply basic principles suitable for attacking and defending.</p> <p>Link hopping jumping and running together when travelling through a variety of equipment.</p>	<p>Demonstrate resilience when participating in activities.</p> <p>Apply a range of skills that could offset defenders.</p> <p>Adapt movements in response to other children's actions, movements/locations.</p> <p>Combine SAQ skills when travelling through a range of equipment and demonstrate good body control.</p> <p>Identify and evaluate others performances when travelling through SAQ equipment.</p>	<p>children's actions, movements/locations.</p> <p>Combine SAQ skills when travelling through a range of equipment and demonstrate good body control.</p> <p>Identify and evaluate others/own performances when travelling through SAQ equipment.</p> <p>Demonstrate fast reactions, control and balance and good body posture when travelling past others.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamental Movements	Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing 	Show body control when travelling. Travel with awareness of others. Show coordination and balance within small and big movements.	Show body control when travelling. Travel with awareness of others. Recognise when to speed up and when to slow down when using equipment.	Show body control when travelling. Travel through tight areas avoiding contact from others when travelling at different speeds. Recognise when to speed up and when to slow down while using equipment.	Change speed and direction showing body control and balance. Travel with awareness of others. Recognise when to speed up and when to slow down when using equipment.	Recognise when to speed up and when to slow down when using equipment. Travel through SAQ equipment whilst maintaining control of a ball. Identify and explain key skills of a good performance, through watching others.	Recognise when to speed up and when to slow down when using equipment. Show coordination and balance within small and large movements when competing.
SAQ (Speed, Agility, Quickness)	Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions.	Show coordination, control and balance when travelling through equipment. Apply agility, balance and coordination, individually and with others. Show perseverance when exploring new skills.	Show coordination and balance within small and big movements. Show coordination control and balance when travelling through equipment. Master basic movements, including running and jumping. Travel with control when travelling through equipment. Know, apply and understand key skills of a good performance.	Travel through equipment demonstrating good arm and knee motion in combination. Demonstrate good balance by travelling with a straight back and head up, whilst using equipment. Race against others maintaining good technique when travelling through equipment. Develop complex movements, including running and jumping, dummy step, side-step.	Show coordination and balance within small and big movements. Apply agility, balance, and coordination, individually and with others. Demonstrate how to speed up, slow down, change direction and stop, with control and balance. Understanding what their best looks like and how to achieve it. Know and understand key skills	Show effective changes of speed and direction to travel past the defender. Explain a variety of skills that could be transferred into mainstream sports. Create new ways to travel through equipment whilst applying SAQ skills from previous lessons. Understand what maximum effort looks like and show determination to achieve it.	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.

				<p>Persevere when finding a challenge difficult.</p> <p>Make quicker decisions when deciding which skill to use in a variety of situations.</p>	<p>of a good performance.</p> <p>Show effective changes of speed and direction to travel past the defender.</p> <p>Make good decisions in When competing in teams.</p>	<p>Show confidence when completing new challenges or tasks.</p>	<p>Explain a variety of skills that could be transferred into mainstream sports.</p> <p>Create new ways to travel through equipment whilst applying SAQ skills from previous lessons.</p> <p>Show perseverance to achieve personal bests.</p> <p>Share ideas and work together to approach different tasks.</p> <p>Compete within the rules showing fair play and honesty when playing independently.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>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.</p> <p>Combine different movements with ease and fluency.</p>	<p>Move confidently and safely around others and apparatus/equipment .</p> <p>Apply balance agility and coordination whilst performing gymnastic skills.</p> <p>Performed a variety of gymnastic skills:</p> <ul style="list-style-type: none"> • Pencil roll • Star shape • Tuck • Straddle • Pike • Front and back support • Jumps • <p>Perform simple movement patterns.</p> <p>Continue to try again if you do not succeed.</p> <p>Take turns and share equipment with others.</p>	<p>Move confidently and safely around others and apparatus/equipment .</p> <p>Apply balance agility and coordination whilst performing gymnastic skills.</p> <p>Perform a variety of gymnastic skills:</p> <ul style="list-style-type: none"> • Pencil roll • Star shape • Tuck • Straddle • Pike • Front and back support • Jumps <p>Perform simple movement patterns.</p> <p>Demonstrate a variety of rolls: pencil roll, tuck roll, teddy bear roll, rock and roll and forward roll.</p> <p>Perform simple sequences as an individual and with a partner.</p> <p>Develop competence to excel in a broad range of physical</p>	<p>Move confidently and safely around others and apparatus/equipment .</p> <p>Apply balance agility and coordination whilst performing gymnastic skills.</p> <p>Compare performances with previous ones and demonstrate improvements to achieve personal best.</p> <p>Link actions to create sequences of movements, including:</p> <ul style="list-style-type: none"> • Shapes • Rolls • Skipping • Jumping (1/2 turns, 1/4 turns, using a different number of feet) • Sliding <p>Develop an understanding of how to improve and evaluate own performance/s.</p> <p>Encourage and motivate others to</p>	<p>Move confidently and safely around others and apparatus/equipment .</p> <p>Apply balance agility and coordination whilst performing gymnastic skills.</p> <p>Evaluate own and others performances and make suggestions for improvement.</p> <p>Link actions to create sequences of movements, including:</p> <ul style="list-style-type: none"> • Rolls • Cartwheels • Variety of jumps • Balances • Different heights • Ways of travelling <p>Show a good understanding of how to improve and evaluate own performance/s.</p>	<p>Transition from skill to skill with good flow, control, and balance.</p> <p>Identify areas for improvement within your own performance.</p> <p>Observe/score other groups giving feedback, whilst explaining judges scoring systems for gymnastics.</p> <p>Link complex actions and skills to create a sequence, including:</p> <ul style="list-style-type: none"> • Variety of rolls • Canon • Synchronized actions • Symmetry • Different start and finishing positions. • Counter balance/counter tension. <p>Work collaboratively with others to suggest ideas on how to improve a performance.</p>	<p>Transition from skill to skill with good flow and balance incorporating canon.</p> <p>Develop more complex use of apparatus into a sequence.</p> <p>Master a variety of gymnastics skills and include them in a routine, including:</p> <ul style="list-style-type: none"> • 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

			<p>Activities.</p> <p>Know, apply and understand key skills of a good performance.</p>	<p>achieve their personal best.</p> <p>Know, apply and understand key skills of a good performance.</p> <p>Explore apparatus, demonstrate control, balance, and co-ordination.</p> <p>Perform a forward roll from a high start position.</p> <p>.</p>	<p>Work with others to self-manage performances.</p> <p>Make good decisions when exploring apparatus, demonstrate control, balance and coordination.</p> <p>Perform a forward roll from a high start position and finishing in a high finish.</p> <p>Combine movements, actions, and balances individually or collaboratively to create a routine</p>	<p>Include different apparatus into a sequence.</p> <p>Demonstrate an understanding of how to improve and evaluate own performance/s.</p> <p>Use strength and flexibility to improve the quality of actions.</p> <p>Suggest to others, different ways to improve performances.</p>	<ul style="list-style-type: none"> Counter balance and counter tension in groups. <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>Work collaboratively with others to improve a performance. Reflect, suggest and demonstrate an understanding of how to improve and evaluate own/others performances.</p> <p>Create, combine, and perform more complex balances and movements, with fluency and control.</p> <p>Lead others and show consideration of including all with in a group.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<p>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.</p> <p>Combine different movements with ease and fluency.</p>	<p>Follow simple dance patterns.</p> <p>Perform basic dance actions.</p> <p>Apply control and fluency to actions.</p> <p>Use expression when dancing.</p> <p>Combine actions to make simple dance patterns.</p> <p>Begin to perform with confidence and a freedom to take risks.</p>	<p>Follow simple dance patterns.</p> <p>Perform basic dance actions.</p> <p>Apply control and fluency to actions.</p> <p>Use expression when dancing.</p> <p>Combine actions to make simple dance patterns.</p> <p>Master simple fundamental movements.</p> <p>Create short sequences with a partner.</p> <p>Develop competence to excel in a broad range of physical activities.</p> <p>Know, apply, and understand key skills of a good performance.</p>	<p>Create appropriate actions/movements relating to a chosen song.</p> <p>Create appropriate actions to represent characters within a dance.</p> <p>Perform basic dance actions in timing to a song/rhythm/beat.</p> <p>Perform small sequences with fluency.</p> <p>Complete dance actions using counts of 4 and 8.</p> <p>Begin to compare movements and motifs.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Show flexibility strength and balance.</p> <p>Dance with confidence and a freedom to take risks.</p>	<p>Create appropriate actions/movements relating to a chosen song.</p> <p>Create appropriate actions to represent characters within a dance.</p> <p>Perform basic dance actions in timing to a song/rhythm/beat.</p> <p>Perform small sequences with fluency.</p> <p>Complete dance actions using counts of 4 and 8.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Use expression when dancing.</p> <p>Create short sequences with a</p>	<p>Create a dance routine with a partner or a small group that has the following:</p> <ul style="list-style-type: none"> • Appropriate actions/movements relating to a chosen song. • Appropriate actions to represent characters within a dance. <p>Combine dance actions in timing of a song/rhythm/beat.</p> <p>Include a variety of expressions to match movements, actions and the song selected.</p> <p>Show creativity and share ideas when creating a routine in a group.</p> <p>Show flexibility, strength, technique, control, and balance.</p> <p>Dance with confidence and</p>	<p>Create a dance routine with a partner or as a small group that includes:</p> <ul style="list-style-type: none"> • Gymnastic skills • Rhythmic moves • Floor timing • Flow • Timing • Imagination <p>Combine dance actions to a series of different songs that include different tempos and beats.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show creativity through the use of dramatic expression, emotion and feelings, and a wide range of dance styles.</p>

					<p>partner or a small group.</p> <p>Know, apply and understand key skills of a good performance and make recommendations of how to make improvements.</p> <p>Dance with confidence and a freedom to take risks.</p>	<p>know when/how to take risks.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Show flexibility, strength, technique, control, and balance.</p>	<p>Perform with confidence, using a range of movements, styles, techniques and ideas in front of an audience.</p> <p>Compose different dance styles adopting different dance styles from different era's.</p>
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				<p>distance when passing.</p>	<p>Explain and apply a variety of receiving techniques.</p> <p>Effective communication/signals to help maintain possession.</p> <p>Start to recognise when to travel or when to pass.</p>	<p>als to help maintain possession.</p>	<p>and receiving techniques in a variety of sports.</p> <p>Effective communication/signals to help maintain possession.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	<p>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.</p> <p>Combine different movements with ease and fluency.</p>	<p>Develop awareness of speed and distance</p> <p>Run at different speeds and durations.</p> <p>Awareness of distance when throwing objects.</p> <p>Travel with coordination and control</p> <p>Throw with an object with appropriate force.</p> <p>Throw a range of equipment at different targets.</p> <p>Master basic movements, including running, jumping, throwing and catching.</p> <p>Develop balance, agility and coordination and begin to apply these in a range of activities.</p> <p>Explore skills independently before asking others for help.</p>	<p>Understand running speeds depending on distance and equipment.</p> <p>Throw with coordination force, distance, control and Accuracy.</p> <p>Select appropriate speed when travelling at a variety of distances.</p> <p>Compete against others in a variety of distances.</p> <p>Apply effective use of balance, agility and coordination when competing against others.</p> <p>Become increasingly competent and confident in a broad range of activities.</p> <p>Develop competence to excel in a broad range of physical activities.</p> <p>Know, apply and understand key skills of a good performance.</p>	<p>Develop an awareness of time, speed and distance.</p> <p>Select appropriate speed when travelling at a variety of distances.</p> <p>Apply running techniques to improve performance.</p> <p>Apply throwing techniques to improve performance.</p> <p>Throw with coordination force, distance, control and accuracy.</p> <p>Take off, jump and land demonstrating control and balance.</p> <p>Compete against others in a variety of events/games.</p> <p>Start to combine running/sprints with hurdles.</p> <p>Know understand and explain the importance of adjusting speed when attacking hurdles.</p>	<p>Develop an awareness of time, speed and distance.</p> <p>Select appropriate speed when travelling at a variety of distances.</p> <p>Apply running techniques to improve performance.</p> <p>Apply throwing techniques to improve performance.</p> <p>Throw with coordination force, distance, control and accuracy.</p> <p>Take off, jump and land using one foot, two feet and alternate feet, demonstrating control and balance.</p> <p>Compete against others in a variety of events/games.</p> <p>Know, identify and apply running and jumping techniques, in combination,</p>	<p>Apply an awareness of time, speed and distance.</p> <p>Select appropriate speed when travelling at a variety of distances.</p> <p>Apply running techniques to improve performance.</p> <p>Develop a suitable jumping technique for a vertical jump, including take off and flight.</p> <p>Apply throwing techniques to improve performance.</p> <p>Throw with coordination, force, distance, control and accuracy.</p> <p>Take off, jump and land demonstrating control and balance from standing and a running start.</p> <p>Learn how to hop, step and jump from a standing start.</p>	<p>Apply an awareness of time, speed and distance.</p> <p>Select appropriate speed when travelling at a variety of distances.</p> <p>Accelerate from a start position.</p> <p>Run over hurdles with fluency and consistency with a concise and consistent stride pattern.</p> <p>Apply, refine and identify correct throwing techniques for distance and accuracy.</p> <p>Throw with coordination, force, distance, control and accuracy.</p> <p>Take off, jump and land demonstrating control and balance.</p>

				<p>Compare own performances with previous ones.</p> <p>Develop an understanding of how to improve and evaluate own performance.</p> <p>Demonstrate resilience when participating in activities.</p>	<p>when attacking hurdles.</p> <p>Watch and compare own/others performances with previous ones.</p> <p>Develop an understanding of how to improve and evaluate own/others performance.</p> <p>Demonstrate resilience when participating in activities.</p> <p>Compete in a relay race and be able to describe and explain techniques for a good changeover.</p>	<p>Perform a triple with a variety of foot patterns.</p> <p>Compete against others in a variety of events/games.</p> <p>Compare their own performances with previous ones. Identify, describe, and evaluate others performance through observation.</p> <p>Demonstrate resilience when participating in activities.</p> <p>Compete in a relay race, maintaining speed throughout change over.</p> <p>Create and develop tactics and strategies for when competing as an individual and as a team whilst competing in a variety of athletic events.</p>	<p>Compete against others in a variety of events/games.</p> <p>Learn how to hop, step and jump from a running start.</p> <p>Develop an understanding, through working with others, of how to improve and evaluate own/others performances.</p> <p>Demonstrate resilience when participating in activities.</p> <p>Compete in a relay race, maintaining speed, endurance, and fluent changeovers.</p> <p>Create and develop tactics and strategies for when competing as an individual and as a team</p>
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							<p>when competing in a variety of athletic events.</p> <p>Apply throwing techniques to develop power and accuracy.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Competitive	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Basic understanding of the rules in a game.</p> <p>Understand how a playing area affects your decisions.</p> <p>Defend an area when faced with an opponent.</p> <p>Attack an area when faced with an opponent.</p> <p>Compete against yourself and/or others.</p> <p>Apply ABC skills where appropriate.</p> <p>Begin to play with confidence and a freedom to take risks.</p> <p>Explore new skills independently before asking others for help.</p>	<p>Develop an understanding of how rules affect the way a game is played.</p> <p>Defend an area when faced with an opponent.</p> <p>Attack an area when faced with an opponent.</p> <p>Compete against yourself and/or others.</p> <p>Apply ABC skills where appropriate.</p> <p>Compete against others using a variety of equipment.</p> <p>Start to develop a knowledge of a variety of skills.</p> <p>Develop competence to excel in a broad range of physical activities.</p> <p>Know, apply and understand key skills of a good performance.</p>	<p>Defend/attack an area when faced with an opponent.</p> <p>Compete against yourself and/or others.</p> <p>Apply ABC skills where appropriate.</p> <p>Compete against yourself and others using a variety of equipment, across several different sports.</p> <p>Start to develop a knowledge of a variety of skills and how to improve performances.</p> <p>Develop competence in a wider range of physical activities.</p> <p>Start to create ideas for simple strategies and tactics.</p> <p>Compare own performances with previous ones and identify areas for improvement.</p>	<p>As a team defend a goal when faced with opponents.</p> <p>As a team attack a goal when faced with opponents.</p> <p>Compete against yourself or others using a variety of equipment, across several different sports.</p> <p>Start to develop a knowledge of a variety of skills and how to improve performances.</p> <p>Develop competence to excel in a broad range of physical activities.</p> <p>Start to create ideas for simple strategies and tactics.</p> <p>Compare own performances with previous ones and identify areas for improvement.</p> <p>Demonstrate resilience when</p>	<p>Defend an area or a goal as a team when faced with an overload of opposition.</p> <p>Attack an area or a goal as a team when faced with an overload of opponents.</p> <p>Attack an area or goal with an overload.</p> <p>Create, share and apply ideas of how to attack with an extra player.</p> <p>Make suggestions of way to combat the opposition having an extra player.</p> <p>Identify and apply ways to improve performances and adapt strategies and tactics.</p> <p>Demonstrate resilience when participating in activities</p>	<p>Defend as a team in a chosen sport.</p> <p>Adapt strategies and tactics to combat the oppositions attacks.</p> <p>Attack as a team in a chosen sport.</p> <p>Create ideas of how to counter attack/attack quickly.</p> <p>Demonstrate resilience when participating in activities and encourage others to do the same.</p> <p>Play with confidence and know when/where to take risks.</p> <p>Compete within the rules, showing fair play and honesty, when playing independently.</p>

			<p>Begin to play with confidence and a freedom to take risks.</p>	<p>Demonstrate resilience when participating in activities.</p> <p>Play with confidence and a freedom to take risks.</p>	<p>participating in activities</p> <p>Play with confidence and a freedom to take risks.</p> <p>Make quicker decisions when selecting and applying skills.</p>	<p>Play with confidence and know when/where to take risks.</p>	
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outdoor Adventurous Activities				<p>Understand the importance of knowing symbols and planning a route on a map.</p> <p>Children to self and peer assess routes followed on a map.</p> <p>Apply effective communication to solve simple problems.</p> <p>Work in small groups to create effective strategies for visiting control points.</p> <p>Complete a simple orienteering course.</p> <p>Identify locations using a map and show a good understanding of direction (NESW).</p> <p>Consider health and safety as well as travelling time when locating possible routes to locations.</p> <p>Pinpoint locations using lining up techniques.</p> <p>Orientate a map.</p>	<p>Identify how to improve a performance in the following areas:</p> <ul style="list-style-type: none"> • Planning • Time management • Accuracy • Group support <p>Recognise skills that are important to the game/activity and select the appropriate time to use them.</p> <p>Compete in an orienteering course.</p> <p>Create a course with accuracy for others to follow/complete.</p> <p>Consider health and safety as well as travelling time when locating possible routes to locations.</p> <p>Explain techniques when pinpointing locations and support others when working in small groups.</p> <p>Recognise and know the importance of</p>	<p>Explain the differences between similar looking orienteering symbols in relation to setting.</p> <p>Pinpoint locations using lining up techniques in large areas with limited references.</p> <p>Create and draw simple maps using scale and birds eye view.</p> <p>Evaluate other children's decisions, when pinpointing and travelling to locations on a map.</p> <p>Explain the importance of symbols, fractions and travelling speeds when completing an orienteering course.</p> <p>Work effectively as a team to complete an orienteering course.</p>	<p>Discuss and plan an activity and consider the most effective approach for successful completion of an orienteering course.</p> <p>Complete a more complex orienteering course, individually and as a group.</p> <p>Can use a compass to identify location and direction of travel.</p> <p>Explain techniques for identifying locations on a map if you are lost.</p> <p>Orientate myself, partner and team with confidence and accuracy around an orienteering course when under pressure (time</p>

				<p>Recognise skills that are important to the game/activity and select the appropriate time to use them.</p>	<p>team work, when communicating clearly with others in a team.</p>		<p>constraint/race against others).</p> <p>Use clear and effective communication to make a positive contribution to a team.</p> <p>Show leadership qualities where appropriate, when working in a team.</p>
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Awareness	<p>Travel with speed avoiding contact with other children.</p> <p>Use a variety of equipment to travel.</p> <p>Negotiate space avoiding equipment and obstacles.</p> <p>Recognise when to travel slow or fast in tight or large areas.</p> <p>Show an awareness of space and distance when sending/receiving with a partner.</p> <p>Work cooperatively and share/take turns with others.</p>	<p>Show awareness of space and other children.</p> <p>Use a variety of equipment safely.</p> <p>Explain the importance of awareness when competing in different games/activities.</p> <p>Travel with awareness whilst maintaining control of a ball/equipment.</p> <p>Travel with a ball/equipment showing changes of speed and direction.</p> <p>Master basic movements, including running and jumping.</p>	<p>Children to use good awareness of other children in small and large areas with safety.</p> <p>Effective use of change of speed and direction.</p> <p>Demonstrate quick decisions and good use of timing when travelling past others and when using equipment.</p> <p>Travel with good awareness whilst maintaining good control of equipment.</p> <p>Show good awareness when competing against others.</p> <p>Know, apply and understand key skills of a good performance.</p> <p>Share ideas within a team or with a partner.</p>				

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

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

				<p>Adapt ideas for striking and fielding strategies.</p> <p>Play with confidence and a freedom to take risks.</p>	<p>relation to the batter.</p> <p>Describe and explain batting techniques.</p> <p>Know when and how to take risks when batting.</p>		<p>speed and accuracy.</p> <p>Use effective communication when batting and make quick decisions as a per/group.</p> <p>Play with confidence and a freedom to take risks.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attack & Defend		<p>Apply simple attacking and defending techniques</p> <ul style="list-style-type: none"> • quick changes of direction • changes of speeds • awareness of others and space • effective uses of changes of direction • and speed 	<p>Defend an area 1 V 1 Attack an area 1v1 Apply simple attacking and defending techniques.</p> <p>Demonstrate an awareness of others and space to attack</p>	<p>Develop and understanding of rules.</p> <p>Apply basic strategies suitable for attacking and defending.</p> <p>Make good decisions whilst competing against others.</p> <p>Defend and attack an area 1 V 1 or 2 v 2.</p> <p>Demonstrate an awareness of others and space to attack.</p> <p>Compare own performances with previous ones and identify areas for improvement.</p>	<p>Pass and move maintaining control of the ball, in small spaces and during games, with increased pressure.</p> <p>Start to show control of equipment when travelling at speed or competing against others.</p> <p>Explain, apply and adapt basic strategies/tactics suitable for attacking and defending.</p> <p>Make quick decisions whilst competing against others, individually and as a team.</p> <p>Defend an area 1 V 1 or 2 v 2, individually and as a team.</p> <p>Attack an area 1 V 1 or 2 v 2, individually and as a team.</p>	<p>Create and apply strategies suitable for attacking and defending. Make quick decisions whilst competing against others.</p> <p>Defend an area 2 v 2, 3 v 3. Attack an area 2 v 2, 3 v 3.</p> <p>Attack with speed and control Exploit space when attacking. Recognise when to tackle or when to defend a space.</p>	<p>Make quick decisions whilst competing against others.</p> <p>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.</p>

All Year Groups	
Active Lifestyle	<ul style="list-style-type: none"> •Lead healthy active lives. •Healthy snack and dinner choices •Meet the 60mins expected time for being active •Explain the benefits of being active. •Explain the benefits of eating healthy. •Know and explain the benefits of a healthy mindset. <p>Over the school year have three sessions dedicated to the following:</p> <ul style="list-style-type: none"> • The importance of healthy eating. • How to look after your mental wellbeing. • The importance of keeping active.
Year 4	
Swimming	<ul style="list-style-type: none"> • Swim competently, confidently, and proficiently over a distance of at least 25 metres. • Swim up to 100 meters using front crawl, backstroke, and breaststroke. • Swim between 50 and 100m using three strokes, sustaining swimming over an extended time. • Swim over 100m using three strokes, at a sustainable pace. • Perform safe self-rescue in different water-based situations. • Show a problem-solving approach to survival. • Perform safe self-rescue in different water-based situations. • Perform a wide range of survival techniques.
KS 1 & KS 2	
Team Building/ Problem solving	<ul style="list-style-type: none"> • Be able to use effective communication in groups. • Be able to create effective strategies to complete tasks as an individual or in a group. • Show resilience when working individually or as a group on a task. • Compete against yourself and others with positivity. • Show teamwork and co-operation while solving puzzles. • Collaborate with team mates to complete challenges. • Demonstrate a climate of joy and freedom when working with others.