			PE Curric	culum Map		
			Physical	Education		
		Кпс	wledge (I Know How)	and Skills Progression	n Map.	
		Psychomotor (physica	al) Cognitive (mental &	& psychological) Affect	tive (social & emotion	nal)
	EYFS	KS 1 (A)	KS 1 (B)	Lower KS 2 (A)	Lower KS 2 (B)	Upper KS 2 (A)
	Revise and refine the	Show body control	Demonstrate quick	Travel with awareness	Travel with	Travel with
	fundamental	when travelling.	changes of direction	of others when	awareness of others	awareness of others
	movement skills		whilst maintaining	travelling at speed.	when travelling at	when travelling at
	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.	Negotiate space
	• crawling	Show coordination	Demonstrate changes	combination.		within a game to
	walking	and balance within	of direction whilst		Negotiate space	make quick
	• jumping	small and big	maintaining control of		within a game to	decisions.
	• running	movements.	equipment (balls).	within a game.	make quick	Descente a descrite
	hopping	Channe and in attack		the beauties in a second	decisions.	Recognise when to
	• skipping	Show coordination, control and balance	Maintaining control	Link hopping, jumping	Know and evaluin	use effective changes
Fundamental	• climbing		when completing	and running with different take offs and	Know and explain	of speed when
Movements	Progress towards a	when travelling through equipment.	small and large foot patterns/movements	landings.	when to speed up and when to slow	competing in a game.
wovements	more fluent style of	tinougn equipment.	patternsymovements	lanungs.	down when faced	game.
ABC	moving, with	Show determination	Apply effective	Recognise when to	with a variety of	Demonstrate control,
	developing control	over long periods of	changes of directions	use effective changes	equipment.	coordination, agility
(Agility,	and grace.	time.	of speed when	of speed when		and balance when
Balance, Co-			competing against	competing in a game.	Recognise when to	travelling through
ordination)	Develop the overall	Apply agility, balance,	others.		use effective changes	equipment.
	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 basic
	and agility needed to	others.	movements (running,	direction when	competing in a	principles suitable
	engage successfully		hopping, jumping and	competing against	game.	for attacking and
	with future physical	•	skipping).	others.		defending.
	education sessions.		Charry control when	Chavy balance and co	Demonstrate	Compose our
	Develop their small		Show control when	Show balance and co-	control,	Compare own
	Develop their small motor skills so that		travelling through equipment.	ordination when changing direction in	coordination, agility and balance when	performances with previous ones and
	they can use a range		equipment.	combination with	travelling through	identify areas for
	of tools		Apply effective	other skills.	equipment, while	improvement.
	competently, safely		decision making when	UTICI 31113.	performing a variety	
	and confidently.					
	and connucrity.					

Upper KS 2 (B) Travel with awareness of others when travelling at speed and complete more complex foot patterns.

Demonstrate good awareness when travelling es 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

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	chil
apparatus indoors		Demonstrate	defending.	mov
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	den
ordination and			travelling through a	bod
agility.			variety of	
			equipment.	Ider
				oth
				whe
				thro
				equ

emonstrate silience when articipating in ctivities.

oply a range of fills 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 hers performances hen travelling rough 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	KS 1 (A)	KS 1 (B)	Lower KS 2 (A)	Lower KS 2 (B)	Up
	Revise and refine the	Show body control	Show body control	Show body control	Change speed and	Recog
	fundamental	when travelling.	when travelling.	when travelling.	direction showing	speed
	movement skills				body control and	to slov
	they have already	Travel with awareness	Travel with awareness	Travel through tight	balance.	using
	acquired:	of others.	of others.	areas avoiding contact		
	• rolling	Show coordination		from others when	Travel with	Travel
	 crawling 	and balance within	Recognise when to	travelling at different	awareness of others.	equip
	 walking 		speed up and when to	speeds.		maint
	 jumping 	small and big	slow down when		Recognise when to	of a ba
	• running	movements.	using equipment.	Recognise when to	speed up and when	
	 hopping 	Show coordination,		speed up and when to	to slow down when	Identi
	 skipping 	control and balance	Show coordination	slow down while	using equipment.	key sk
	 climbing 	when travelling	and balance within	using equipment.		perfor
		through equipment.	small and big		Show coordination	throug
	Progress towards a	an on Bri e daibuienti	movements.	Travel through	and balance within	others
	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 di
SAQ			through equipment.		balance, and	travel
	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.	Explai
	and agility needed to		running and jumping.	and head up, whilst	_	skills t
	engage successfully			using equipment.	Demonstrate how to	transf
	with future physical		Travel with control		speed up, slow	mains
	education sessions.		when travelling	Race against others	down, change	
			through equipment.	maintaining good	direction and stop,	Create
				technique when	with control and	travel
			Know, apply and	travelling through	balance.	equip
			understand key skills	equipment.		applyi
			of a good		Understanding what	from p
			performance.	Develop complex	their best looks like	lesson
				movements, including	and how to achieve	
				running and jumping,	it.	Under
				dummy step, side-		maxin
				step.	Know and	looks
					understand key skills	deterr
						achiev

Jpper KS 2 (A) ognise when to ed up and when ow down when g equipment.

el through SAQ ipment whilst ntaining control ball.

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

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

ain a variety of s that could be sferred into nstream sports.

ite new ways to el through ipment whilst lying SAQ skills n previous ons.

erstand what imum effort is like and show ermination to eve it. Upper KS 2 (B) 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.	Show of when of new chatasks.
--	--	--	--	--	--	-------------------------------

how confidence
when completing
ew challenges or
asks.

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	KS 1 (A)	KS 1 (B)	Lower KS 2 (A)	Lower KS 2 (B)	Upper KS 2 (A)
	Develop the overall	Move confidently and	Move confidently and	Move confidently and	Move confidently	Transition from skill
	body strength, co-	safely around others	safely around others	safely around others	and safely around	to skill with good
	ordination, balance	and	and	and	others and	flow, control, and
	and agility needed to	apparatus/equipment	apparatus/equipment	apparatus/equipment	apparatus/equipmen	balance.
	engage successfully	•	•	•	t.	
	with future physical					Identify areas for
	education sessions	Apply balance agility	Apply balance agility	Apply balance agility	Apply balance agility	improvement within
	and other physical	and coordination	and coordination	and coordination	and coordination	your own
	disciplines including	whilst performing	whilst performing	whilst performing	whilst performing	performance.
	dance, gymnastics,	gymnastic skills.	gymnastic skills.	gymnastic skills.	gymnastic skills.	
	sport and swimming.					Observe/score other
		Performed a variety of	Perform a variety of	Compare	Evaluate own and	groups giving
	Combine different	gymnastic skills:	gymnastic skills:	performances with	others performances	feedback, whilst
	movements with	Pencil roll	Pencil roll	previous ones and	and make	explaining judges
	ease and fluency.	Star shape	Star shape	demonstrate	suggestions for	scoring systems for
		• Tuck	• Tuck	improvements to	improvement.	gymnastics.
		Straddle	Straddle	achieve personal best.		
		• Pike	• Pike		Link actions to create	Link complex actions
		Front and back	Front and back	Link actions to create	sequences of	and skills to create a
		support	support	sequences of	movements,	sequence, including:
Gymnastics		• Jumps	• Jumps	movements,	including:	Variety of rolls
		• Deufermente	Deufermenter de	including:	Rolls	Canon
		Perform simple	Perform simple	Shapes	Cartwheels	Synchronized
		movement patterns.	movement patterns.	Rolls	• Variety of	actions
		Continue to tru occin		Skipping	jumps	Symmetry
		Continue to try again if you do not succeed.	Demonstrate a variety of rolls: pencil roll,	• Jumping (1/2	Balances	Different start
		ii you do not succeed.	tuck roll, teddy bear	turns, 1/4 turns,	Different	and finishing
		Take turns and share	roll, rock and roll and	using a different	heights	positions.
		equipment with	forward roll.	number of feet)	Ways of	Counter
		others.	forward fon.	Sliding	travelling	balance/count
		others.	Perform simple	Develop en	Character and	er tension.
			sequences as an	Develop an	Show a good	
			individual and with a	understanding of how	understanding of	Work collaboratively
			partner.	to improve and evaluate own	how to improve and evaluate own	with others to
				performance/s.		suggest ideas on
			Develop competence	periormance/s.	performance/s.	how to improve a performance.
			to excel in a broad	Encourage and		periormance.
			range of physical	motivate others to		
			0			

- S

Upper KS 2 (B) **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

		Activities.	achieve their personal	Work with others to	Inclue
			best.	self-manage	appa
		Know, apply and		performances.	seque
		understand key skills	Know, apply and		
		of a good	understand key skills	Make good decisions	Demo
		performance.	of a good	when exploring	unde
			performance.	apparatus,	how
				demonstrate control,	evalu
			Explore apparatus,	balance and	perfo
			demonstrate control,	coordination.	
			balance, and co-		Use s
			ordination.	Perform a forward	flexib
				roll from a high start	the q
			Perform a forward roll	position and	actio
			from a high start	finishing in a high	Sugge
			position.	finish.	differ
					impro
			•	Combine	perfo
				movements, actions,	
				and balances	
				individually or	
				collaboratively to	
				create a routine	
				•	

ude different paratus into a uence.

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

e strength and kibility 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	KS 1 (A)	KS 1 (B)	Lower KS 2 (A)	Lower KS 2 (B)	Upper KS 2 (A)	Upper KS 2 (B)
	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
Dance		freedom to take risks.	movements.	Complete dance	Complete dance	actions in timing of a	that include
Dunce				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
			Develop competence	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	Lleo simple donce	Show creativity and share ideas when	dance style.
			Know apply and	compare and improve work.	Use simple dance vocabulary to		
			Know, apply, and understand key skills	WOIK.	compare and	creating a routine in	Show creativity
			of a good	Show flexibility	improve work.	a group.	through the use
			performance.	strength and balance.		Show flexibility,	of dramatic
			performancer		Use expression when	strength, technique,	expression,
				Dance with	dancing.	control, and balance.	emotion and
				confidence and a			feelings, and a
				freedom to take risks.	Create short	Dance with	wide range of
					sequences with a	confidence and	dance styles.

		partner or a small group.	know take
		group.	take
		Know, apply and	Show
		understand key skills	pace
		of a good	their
		performance and	
		make	Deve
		recommendations of	awar
		how to make	use c
		improvements.	
			Show
		Dance with	stren
		confidence and a	conti
		freedom to take	Conti
		risks.	
		11313.	

ow when/how to ke risks.

ow a change of ce and timing in eir movements.

velop an vareness of their e of space.

ow flexibility, ength, technique, ntrol, 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	KS 1 (A)	KS 1 (B)	Lower KS 2 (A)	Lower KS 2 (B)	Up
	Develop the overall	Throw to a target over	Throw to a target over	Use a variety of	Use a variety of	Maste
	body strength, co-	a short distance.	a longer distance.	equipment to send	equipment to send	sendir
	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	whilst
	engage successfully	equipment at	equipment at		consistency and over	differe
	with future physical	different targets.	different targets.	Master throwing and	a variety of	and di
	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	under
	dance, gymnastics,	and receive to a	and receive to a	understand key skills	catching techniques.	of a go
	sport and swimming.	partner.	partner.	of a good		perfor
				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	Maint
	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
Sending and		equipment safely and	techniques.	when travelling with	Send and receive	increa
Receiving	Develop confidence,	with control.		equipment.	from a variety of	from o
Necelving	competence,		Know and understand		heights, speeds,	
	precision, and	Compete in	how to use	Identify space when	distances and angles.	Identi
	accuracy when	challenges with	equipment safely and	sending and receiving.		sendir
	engaging in activities	others and yourself	with control.		Maintain control	receiv
	that involve a ball.	whilst demonstrating		Begin to make good	when travelling with	pressu
		good technique.	Master throwing and	decisions to maintain	equipment during a	defen
			catching techniques.	possession.	game.	
		Encourage others to				Take u
		do their best when	Know, apply and	Explain and apply	Identify space when	positio
		competing in a team.	understand key skills	receiving techniques.	sending and	play a
			of a good		receiving.	posses
			performance.	Effective		
				communication/signal	Make good decisions	Identi
			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		Effecti
				speed, weight and		comm

Jpper KS 2 (A) ter a variety of ding and tiving techniques lst travelling over erent distances different angles.

w, apply and erstand key skills good formance and te suggestions for rovement.

ntain control n travelling with pment during a e and under easing pressure n opponents.

itify space when ling and iving, under sure from enders.

e up good tions to support and maintain session.

itify, explain, and ly a variety of iving techniques.

ctive munication/sign Upper KS 2 (B) 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 to h possess

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

	EYFS	KS 1 (A)	KS 1 (B)	Lower KS 2 (A)	Lower KS 2 (B)	Up
	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 tim
	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	travel
	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	impro
	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	Devel
		force.	Compete against	performance.	techniques to	jumpi
			others in a variety of		improve	for a v
		Throw a range of	distances.	Throw with	performance.	includ
		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.	impro
		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	coord
		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 c
		begin to apply these	Develop competence	Start to combine		land d
		in a range of activities.		running/sprints with	Compete against	contro
			range of physical	hurdles.	others in a variety of	from s
		Explore skills	activities.		events/games.	runnir
		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 a
			of a good	adjusting speed when	jumping techniques,	a stan

Jpper KS 2 (A) y an awareness me, speed and ince.

ct appropriate ed when elling at a variety stances.

y running niques to ove ormance.

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

y throwing niques to ove ormance.

w with dination, force, ance, control and racy. off, jump and demonstrating rol and balance n standing and a hing start.

n how to hop, and jump from nding start. Upper KS 2 (B) 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.

			when attacking	Perfo
		Compare own	hurdles.	a vari
		performances with		patte
		previous ones.	Watch and compare	1
			own/others	Comp
		Develop an	performances with	other
		understanding of how	previous ones.	event
		to improve and		
		evaluate own	Develop an	Comp
		performance.	understanding of	perfo
			how to improve and	previo
		Demonstrate	evaluate own/others	Identi
		resilience when	performance.	and e
		participating in		perfo
		activities.	Demonstrate	throu
			resilience when	
			participating in	Demo
			activities.	resilie
				partic
			Compete in a relay	activi
			race and be able to	
			describe and explain	Comp
			techniques for a	race,
			good changeover.	speed
				chang
				Creat
				tactic
				for w
				as an
				as a te
				comp
				variet
				event

form a triple with ariety of foot terns.

npete against ers in a variety of nts/games.

npare their own formances with vious ones. ntify, describe, l evaluate others formance ough observation.

nonstrate lience when ticipating in ivities.

npete in a relay e, maintaining ed throughout nge over.

ate and develop tics and strategies when competing an individual and a team whilst npeting in a iety of athletic nts. 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

			i.
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when competing in a variety of athletic events.

Apply throwing techniques to develop power and accuracy.

	EYFS	KS 1 (A)	KS 1 (B)	Lower KS 2 (A)	Lower KS 2 (B)	Upper
	Further develop and	Basic understanding	Develop an	Defend/attack an area	As a team defend a	Defen
	refine a range of ball	of the rules in a game.	understanding of how	when faced with an	goal when faced	goal a
	skills including:		rules affect the way a	opponent.	with opponents.	faced
	throwing, catching,	Understand how a	game is played.			overlo
	kicking, passing,	playing area affects		Compete against	As a team attack a	oppos
	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 a
	competence,	faced with an		Apply ABC skills	Compete against	faced
	precision and	opponent.	Attack an area when	where appropriate.	yourself or others	overlo
	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		overlo
		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
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
		Begin to play with	of equipment.	performances.	to excel in a broad	way to
		confidence and a			range of physical	oppos
		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	Identi
		independently before			for simple strategies	ways t
		asking others for help.		Start to create ideas	and tactics.	perfor
			to excel in a broad	for simple strategies		adapt
			range of physical	and tactics.	Compare own	tactics
			activities.		performances with	
				Compare own	previous ones and	
			Know, apply and	performances with	identify areas for	Demo
			understand key skills	previous ones and	improvement.	resilie
			of a good	identify areas for		partici
			performance.	improvement.	Demonstrate	activit
					resilience when	

er KS 2 (A) end an area or a as a team when d with an load of osition.

ck an area or a as a team when d with an load of onents.

ck an area or with an load.

ite, share and y ideas of how ttack with an a player.

te suggestions of to combat the osition having an a player.

tify and apply s to improve formances and pt strategies and ics.

nonstrate ience when icipating in vities Upper KS 2 (B) 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.

			Begin to play with confidence and a freedom to take risks.	Demonstrate resilience when participating in activities. Play with confidence and a freedom to take risks.	participating in activities Play with confidence and a freedom to take risks. Make quicker decisions when selecting and applying skills.	Play wi and know when/v risks.
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with confidence	
know	
n/where to take	

	EYFS	KS 1 (A)	KS 1 (B)	Lower KS 2 (A)	Lower KS 2 (B)	Upper KS 2 (A)	Upper KS 2 (B)
				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 to follow/complete.	locations on a map.	travel.
				Identify locations		Explain the	Explain
				using a map and show	Consider health and	importance of	techniques for
				a good understanding	safety as well as	symbols,	identifying
				of direction (NESW).	travelling time when	fractions and	locations on a
					locating possible	travelling speeds	map if you are
				Consider health and	routes to locations.	when completing an	lost.
				safety as well as		orienteering course.	
				travelling time when	Explain techniques		Orientate myself,
				locating possible	when pinpointing	Work effectively as a	partner and team
				routes to locations.	locations and	team to complete an	with confidence
				Disco sint la satisma	support others when	orienteering course.	and accuracy
				Pinpoint locations	working in small		around an
				using lining up	groups.		orienteering
				techniques.			course when
				Orientete e mar	Recognise and know		under pressure
				Orientate a map.	the importance of		(time

		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	KS 1 (A)	KS 1 (B)	Lower KS 2 (A)	Lower KS 2 (B)	Upper KS 2 (A)	Upper KS 2 (B)
	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					
		competing in different	Demonstrate quick				
	Recognise when to	games/activities.	decisions and good				
	travel slow or fast in		use of timing when				
	tight or large areas.	Travel with awareness	travelling past others				
		whilst maintaining	and when using				
	Show an awareness	control of a	equipment.				
	of space and	ball/equipment.					
	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.				

	EYFS	KS 1 (A)	KS 1 (B)	Lower KS 2 (A)	Lower KS 2 (B)	Upper KS 2 (A)	Upper KS 2 (B)
				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
				Recognise skills that	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	Defende sealers	areas:
				variety of	teams, areas for	Defend a goal as a	Own performance
				games/sports/activiti	development.	small team,	(as an individual)
				es.	Defend on eree of	identifying and	Teams
Tactics &				Lighlight what	Defend an area as	applying individuals'	performance
Strategies				Highlight what worked well in the	part of a small team.	roles and	Opposition
				following areas:	Attack an area as	responsibilities.	performance
				Own performance (as	part of a small team.	Attack a goal as a	Defend a goal as a
				an individual)	part of a small team.	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	KS 1 (A)	KS 1 (B)	Lower KS 2 (A)	Lower KS 2 (B)	Upper KS 2 (A)
			Apply receiving	Apply basic principles	Apply a variety of	Recognise danger
			techniques. (getting in	for striking and	strategies when	areas when fielding
			line with the ball)	fielding. (positioning	fielding. (Identifying	and react to
				when fielding/Striking	and exploiting	situations presented
			Demonstrate quick	to gaps when batting)	batters weakness).	by batting children.
			decisions when			
			striking and fielding.	Strike a ball from a	Apply a variety of	Recognise danger
				bobble feed. (ball	strategies when	areas when batting
			Send and receive with	bouncing towards	batting. (identifying	and react to
			some accuracy.	batter)	and exploiting	situations presented
					fielding teams	by the fielding team.
			Strike a ball off a tee	Take up appropriate	weakness).	
			and a drop feed.	fielding position in		Identify and apply a
				relation to other	Consistently strike a	varied shot selection
			Explain and	children and the	ball from a bowler's	when batting.
			demonstrate the	batter.	delivery. (one	
			importance of weight		bounce).	Identify and explain
Striking and			when sending and	Affect others with		different batting
Feilding			receiving.	good communication	Identify and apply	techniques.
			Development	and organisation skills	correct footwork and	Thursday to the sector
			Develop competence	when taking up	body position when	Throw at a target
			to excel in a broad	fielding positions in relation to the batter.	attacking a moving	with speed and
			range of physical activities.	relation to the batter.	ball.	accuracy when competing against
			activities.	Bowl to a target only	Can throw accurately	others.
			Know, apply and	allowing one bounce.	over different	others.
			understand key skills	anowing one bounce.	distances.	Perform an over arm
			of a good	Use a variety of	distances.	bowl with good
			performance.	equipment to strike a	Take up appropriate	weight and speed.
			performancer	moving ball.	fielding position in	Weight and Speed
					relation to other	Use effective
				Describe batting	children and the	communication
				techniques.	batter.	when batting.
						Ŭ
				Describe techniques	Affect others with	Play with confidence
				for accurate bowling.	good communication	and support others
					and organisation	during a game.
					skills when taking up	
					fielding positions in	

Upper KS 2 (B) React to situations presented by batting children. (left hand batters/right hand batters/weakness in previous shot selections/ batting techniques).

Show good awareness of bowling and fielding strategies when striking a ball (shot selection/areas to exploit).

Set up appropriate fielding positions as a team and as an individual.

Identify, explain, and suggests ways to improve a variety of batting techniques.

Perform an over arm bowl at a variety of lengths still maintaining good weight,

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

	EYFS	KS 1 (A)	KS 1 (B)	Lower KS 2 (A)	Lower KS 2 (B)	Upper KS 2 (A)
		Apply simple attacking and defending techniques • quick	Defend an area 1 V 1 Attack an area 1v1 Apply simple attacking and	Develop and understanding of rules.	Pass and move maintaining control of the ball, in small spaces and during	Create and apply strategies suitable for attacking and defending.
Attack & Defend		 quick changes of direction changes of speeds awareness of others and space effective uses of changes of direction and speed 	defending techniques. Demonstrate an awareness of others and space to attack	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.	 spaces and during games, with increased pressure. Start to show control of equipment when travelling at speed or competing against others. Explain, apply and adapt basic strategies/tactics suitable for attacking and defending. Make quick decisions whilst competing against others, individually and as a team. Defend an area 1 V 1 or 2 v 2, individually and as a team. Attack an area 1 V 1 or 2 v 2, individually and as a team. 	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.

Upper KS 2 (B) 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	 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. 	 Over the school year have three sessions dedicated to The importance of healthy eating. How to look after your mental wellbeing. The importance of keeping active. 			
		Year 4			
Swimming	 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 safe self-rescue in different water-based situations. Perform a wide range of survival techniques. 				
		KS 1 & KS 2			
Team Building/ Problem solving	 Be able to us effective communication in groups. Be able to create effective strategies to complete task Show resilience when working individually or as a group Compete against yourself and others with positivity. Show teamwork and co-operation while solving puzzle Collaborate with team mates to complete challenges. Demonstrate a climate of joy and freedom when work 	up on a task. es.			

to the following: