

Physical Education EYFS		
	Nursery	Reception
Healthy Lifestyle	<p>Beginning to recognise danger and seeks support of significant adults for help.</p> <p>Beginning to be independent in self-care, but still often needs adult support.</p> <p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p>	<p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Shows some understanding that good practices regarding exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Practices some appropriate safety measures without direct supervision.</p>
Dance	<p>Developing preferences for forms of expression.</p> <p>Uses movement to express feelings.</p> <p>Creates movement in response to music.</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>

		Plays cooperatively as part of a group to develop and act out a narrative.
Gym	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Responds to simple instructions.</p>	<p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>
Games	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can catch a large ball.</p> <p>Confident to talk to other children when playing, and will communicate freely.</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>
Athletics	<p>Can describe self in positive terms and talk about abilities</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p>	<p>Aware of the boundaries set, and of behavioural expectations in the setting</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span.</p>

		Responds to instructions involving a two-part sequence.
Swimming	Learn about how to be around water safely.	Learn about how to be around water safely.
Outdoor Adventurous Activities	<p>Draws lines and circles using gross motor movements. Uses one-handed tools and equipment.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Can catch a large ball.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Experiments with different ways of moving.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Jumps off an object and lands appropriately.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely.</p>
Evaluation	N/A	Can comment on own and others performance.

Physical Education KSI		
	Year 1	Year 2
Healthy Lifestyle	Can describe the effect exercise has on the body.	Can explain the importance of exercise and a healthy lifestyle.
Dance	<p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>
Gym	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes.</p> <p>Performs at different levels.</p> <p>Can perform 2 footed jumps.</p> <p>Can use equipment safely.</p> <p>Balances with some control.</p> <p>Can link 2-3 simple movements.</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p>
Games	Can travel in a variety of ways including running and jumping.	Confident to send the ball to others in a range of ways.

	<p>Beginning to perform a range of throws. Receives a ball with basic control. Beginning to develop hand-eye coordination. Participates in simple games.</p>	<p>Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending.</p>
Athletics	<p>Can run at different speeds. Can jump from a standing position. Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and coordination preparation for shot put and javelin. Can use equipment safely.</p>
Evaluation	<p>Can comment on own and others performance.</p>	<p>Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.</p>

Physical Education LKS2		
	Year 3	Year 4
Healthy Lifestyle	Understands the need to warm up and cool down.	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.
Dance	Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work.	Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work.
Gym	Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence.	Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances.

	<p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements.</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p>	<p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>
Games	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together e.g. dribbling, bouncing, kicking</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p>

		Uses running, jumping, throwing and catching in isolation and combination.
Athletics	<p>Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country. Can perform a running jump with some accuracy.</p> <p>Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component e.g. hop skip jump (triple jump)</p> <p>Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>
Swimming	Swims competently, confidently and proficiently over a distance of at least 10 metres	Beginning to use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
Outdoor Adventurous Activities	<p>Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>

Evaluation

Beginning to think about how they can improve their own work.

Make suggestions on how to improve their work, commenting on similarities and differences.

Work with a partner or small group to improve their skills.

Watches and describes performances accurately.

Can comment on own and others performance.

Physical Education UKS2

	Year 5	Year 6
Healthy Lifestyle	Can describe the effect that diet and exercise have on the body.	Can explore the importance of exercise and a healthy lifestyle in preparation for transitioning to Secondary School.
Dance	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus .e.g using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p>

		<p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
Gym	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p>

	<p>Understands composition by performing more complex sequences.</p>	<p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>
Games	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively e.g. dribbling, bouncing, kicking</p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p>

		<p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>
Athletics	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component e.g. hop skip jump (triple jump)</p>	<p>Beginning to record peer's performances and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
Swimming	<p>Uses a range of strokes with increasing confidence e.g. front crawl, backstroke and breaststroke.</p>	<p>Performs safe self-rescue in different water-based situations.</p> <p>Swims competently, confidently and proficiently over a distance of up to 25 metres.</p>
Outdoor Adventurous Activities	<p>Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p>

Evaluation

Watches and describes performances accurately.
Learn from others how they can improve their skills.

Comment on tactics and techniques to help improve performances.
Make suggestions on how to improve their work, commenting on similarities and differences.