

P.E curriculum overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N Development Matters 2021 (3 & 4 Year Olds)	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Start taking part in some group activities, which they make up for themselves, or in teams.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Increasingly be able to use and remember sequences and patterns</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Start taking part in some group activities, which they make up for themselves, or in teams.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Increasingly be able to use and remember sequences and patterns</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities, which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements, which are related to music and rhythm.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Start taking part in some group activities, which they make up for themselves, or in teams.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities, which they make up for themselves, or in teams.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities, which they make up for themselves, or in teams.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across</p>

	<p>of movements, which are related to music and rhythm.</p> <p>In continuous provision: Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent, as they get dressed and undressed, for example, putting</p>	<p>of movements, which are related to music and rhythm.</p> <p>In continuous provision: Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent, as they get dressed and undressed, for example, putting</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>In continuous provision: Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>In continuous provision: Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent, as they get dressed and undressed, for example, putting</p>	<p>a plank, depending on its length and width.</p> <p>Increasingly be able to use and remember sequences and patterns of movements, which are related to music and rhythm.</p> <p>In continuous provision: Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>a plank, depending on its length and width.</p> <p>Increasingly be able to use and remember sequences and patterns of movements, which are related to music and rhythm.</p> <p>In continuous provision: Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>
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	<p>coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>
<p>R</p> <p>Development Matters 2021 (Children in the Reception Year)</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>Progress towards a more fluent style of moving, with developing control and grace</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>Progress towards a more fluent style of moving, with developing control and grace</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>Progress towards a more fluent style of moving, with developing control and grace</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>Progress towards a more fluent style of moving, with developing control and grace</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>Progress towards a more fluent style of moving, with developing control and grace</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>Progress towards a more fluent style of moving, with developing control and grace</p>

	<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>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</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>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<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>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</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>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<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>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</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>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<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>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</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>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<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>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</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>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<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>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</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>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>
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	<p>Combine different movements with ease and fluency.</p> <p>In continuous provision: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p>	<p>Combine different movements with ease and fluency.</p> <p>In continuous provision: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p>	<p>Combine different movements with ease and fluency.</p> <p>In continuous provision: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p>	<p>Combine different movements with ease and fluency.</p> <p>In continuous provision: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p>	<p>Combine different movements with ease and fluency.</p> <p>In continuous provision: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p>	<p>Combine different movements with ease and fluency.</p> <p>In continuous provision: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p>
<p>1 (indoor)</p>	<p>Gymnastics Choose and link skills and actions in short movement phrases.</p>	<p>Gymnastics Choose and link skills and actions in short movement phrases.</p>	<p>Dance Copy simple movement patterns.</p>	<p>Dance Copy simple movement patterns.</p>	<p>Football Send and receive a ball as part of an activity.</p>	<p>Football Send and receive a ball as part of an activity.</p>

	<p>Explore variations in direction, level and speed of movement.</p> <p>Work together to perform a modelled group sequence.</p> <p>Identify successes.</p>	<p>Explore variations in direction, level and speed of movement.</p> <p>Work together to perform a modelled group sequence.</p> <p>Identify successes.</p>	<p>Choose simple actions to match sounds and music.</p> <p>Learn simple sequences.</p> <p>Perform movements in order.</p> <p>Work successfully with others to perform a modelled group sequence.</p>	<p>Choose simple actions to match sounds and music.</p> <p>Learn simple sequences.</p> <p>Perform movements in order.</p> <p>Work successfully with others to perform a modelled group sequence.</p>	<p>Participate in group activities.</p> <p>Beginning to demonstrate basic changes of direction, level and speed.</p> <p>Beginning to show an awareness of how the body functions/changes during exercise.</p> <p>Beginning to use fundamentals of movement to achieve success individually and as a team.</p> <p>Identify successes.</p>	<p>Participate in group activities.</p> <p>Beginning to demonstrate changes of direction, level and speed.</p> <p>Beginning to show an awareness of how the body functions/changes during exercise.</p> <p>Beginning to use fundamentals of movement to achieve success individually and as a team.</p>
<p>1 (outdoor)</p>	<p>Multi-skills</p> <p>Demonstrate basic control of equipment.</p> <p>Perform basic techniques for throwing and catching in varied environments.</p> <p>Copy basic movements including throwing and catching.</p> <p>Beginning to use fundamentals of</p>	<p>Multi-skills</p> <p>Demonstrate basic control of equipment.</p> <p>Perform basic techniques for throwing and catching in varied environments.</p> <p>Copy basic movements including throwing and catching.</p> <p>Beginning to use fundamentals of</p>	<p>Improving agility</p> <p>Beginning to repeat and perform sequences of movements.</p> <p>Beginning to demonstrate changes of direction, level and speed.</p> <p>Beginning to show an awareness of how the body functions/changes during exercise.</p>	<p>Improving agility</p> <p>Beginning to repeat and perform sequences of movements.</p> <p>Beginning to demonstrate changes of direction, level and speed.</p> <p>Beginning to show an awareness of how the body functions/changes during exercise.</p>	<p>Improving catching</p> <p>Demonstrate basic control of equipment.</p> <p>Perform basic techniques for throwing and catching in varied environments.</p> <p>Copy basic movements including throwing and catching.</p> <p>Beginning to use fundamentals of</p>	<p>Improving throwing</p> <p>Demonstrate basic control of equipment.</p> <p>Perform basic techniques for throwing and catching in varied environments.</p> <p>Copy basic movements including throwing and catching.</p> <p>Beginning to use fundamentals of</p>

	movement to achieve success individually and as a team.	movement to achieve success individually and as a team.			movement to achieve success individually and as a team.	movement to achieve success individually and as a team.
2 (indoor)	<p>Gymnastics Master basic actions with co-ordination, including taking off and landing, balance and rolling.</p> <p>Make effective use of space.</p> <p>Create short movement phrases with a beginning, middle and ending.</p> <p>Demonstrate contrasts in direction, level and speed of movement.</p> <p>Collaborate successfully with others to perform a group sequence.</p> <p>Identify improvement and successes.</p>	<p>Gymnastics Master basic actions with co-ordination, including taking off and landing, balance and rolling.</p> <p>Make effective use of space.</p> <p>Create short movement phrases with a beginning, middle and ending.</p> <p>Demonstrate contrasts in direction, level and speed of movement.</p> <p>Collaborate successfully with others to perform a group sequence.</p> <p>Identify improvement and successes.</p>	<p>Dance Copy and explore movement patterns.</p> <p>Respond imaginatively, choosing actions to match a variety of sounds and music.</p> <p>Perform movements in time with sounds and music.</p> <p>Learn simple sequences with precision.</p> <p>Create and perform simple movements in order.</p> <p>Identify improvements and success.</p>	<p>Dance Copy and explore movement patterns.</p> <p>Respond imaginatively, choosing actions to match a variety of sounds and music.</p> <p>Perform movements in time with sounds and music.</p> <p>Learn simple sequences with precision.</p> <p>Create and perform simple movements in order.</p> <p>Identify improvements and success.</p>	<p>Improving agility Perform basic techniques for running, jumping, throwing and catching as appropriate for activates – running race, target throwing, jumping over a hurdle/obstacle.</p> <p>Identify improvement and success in a range of increasingly challenging activities</p> <p>Shows an awareness of how the body functions/changes during exercise.</p>	<p>Athletics Master basic movements including running, jumping, throwing and catching.</p> <p>Perform basic techniques for running, jumping, throwing and catching as appropriate for activates – running race, target throwing, jumping over a hurdle/obstacle.</p> <p>Identify improvement and success in a range of increasingly challenging activities.</p>
2 (outdoor)	<p>Multi-skills Master basic control of equipment.</p> <p>Master basic movements including running, jumping, throwing and catching. – in isolation</p>	<p>Multi-skills Master basic control of equipment.</p> <p>Master basic movements including running, jumping, throwing and catching. – in isolation</p>	<p>Football Develop tactics for attacking and defending in the context of a team games.</p> <p>Develop tactics for scoring, stopping, passing and travelling.</p>	<p>Football Develop tactics for attacking and defending in the context of a team games.</p> <p>Develop tactics for scoring, stopping, passing and travelling.</p>	<p>Improving catching and throwing Master basic movements including running, jumping, throwing and catching.</p>	<p>Athletics Master basic movements including running, jumping, throwing and catching.</p> <p>Perform basic techniques for running, jumping, throwing and catching as</p>

	<p>and varied environments.</p> <p>Perform basic techniques for running, jumping, throwing and catching as appropriate for activities – running race, target throwing, jumping over a hurdle/obstacle.</p> <p>Identify improvement and success in a range of increasingly challenging activities</p>	<p>and varied environments.</p> <p>Perform basic techniques for running, jumping, throwing and catching as appropriate for activities – running race, target throwing, jumping over a hurdle/obstacle.</p> <p>Identify improvement and success in a range of increasingly challenging activities</p>	<p>Participate in team games.</p> <p>show an awareness of how the body functions/changes during exercise.</p> <p>Identify improvement and success in a range of increasingly challenging activities. – displaying fair play and respect.</p>	<p>Participate in team games.</p> <p>show an awareness of how the body functions/changes during exercise.</p> <p>Identify improvement and success in a range of increasingly challenging activities. – displaying fair play and respect.</p>	<p>Perform basic techniques for running, jumping, throwing and catching as appropriate for activities – running race, target throwing, jumping over a hurdle/obstacle.</p> <p>Identify improvement and success in a range of increasingly challenging activities.</p>	<p>appropriate for activities – running race, target throwing, jumping over a hurdle/obstacle.</p> <p>Identify improvement and success in a range of increasingly challenging activities. – displaying fair play and respect.</p>
<p>3 (indoor)</p>	<p>Gymnastics</p> <p>Copy a variety of balances, jumps, travelling and turns across a range of apparatus and in a variety of spaces.</p> <p>Perform modelled sequences on the floor and using apparatus, which are designed to develop balance and flexibility.</p> <p>Control basic variations in level, speed and direction –e.g. slow/fast/high/low/up/down.</p>	<p>Gymnastics</p> <p>Copy a variety of balances, jumps, travelling and turns across a range of apparatus and in a variety of spaces.</p> <p>Perform modelled sequences on the floor and using apparatus, which are designed to develop balance and flexibility.</p> <p>Control basic variations in level, speed and direction –e.g. slow/fast/high/low/up/down.</p>	<p>Dance</p> <p>Explore movements in response to a stimulus – instructions/music/sounds.</p> <p>Perform imaginative movements with control – including moving in time and with co-ordination.</p> <p>Create and perform simple movement patterns.</p> <p>Create dances in pairs.</p> <p>Demonstrates a clear understanding of how the body</p>	<p>Handball</p> <p>Demonstrate confident control of equipment.</p> <p>Copy skills and techniques and use them within the context of a game.</p> <p>Apply the basic principles of attacking and defending to fulfil a role within a game.</p> <p>Participate in team games using tactics.</p> <p>Suggest ways to improve performance.</p>	<p>Cricket</p> <p>Demonstrate confident control of equipment.</p> <p>Copy skills and techniques and use them within the context of a game.</p> <p>Apply the basic principles of attacking and defending to fulfil a role within a game.</p> <p>Participate in team games using tactics.</p> <p>Suggest ways to improve performance.</p>	<p>Athletics</p> <p>Demonstrate confident control of equipment.</p> <p>Copy skills and techniques and use them within the context of a race or field event.</p> <p>Demonstrate control when running, sprinting, throwing and jumping.</p> <p>Suggest ways to improve performance.</p> <p>Compare his/her own performance.</p>

	<p>Create sequences in pairs.</p> <p>Suggest ways to improve performance.</p> <p>Compare his/her own performances to others.</p>	<p>Create sequences in pairs.</p> <p>Suggest ways to improve performance.</p> <p>Compare his/her own performances to others.</p>	<p>changes/functions during exercise.</p> <p>Suggest ways to improve performance.</p> <p>Compare his/her own performances to others.</p>	<p>Compare his/her own performance.</p>	<p>Compare his/her own performance.</p>	
<p>3 (outdoor)</p>	<p>Tennis (GLL) Demonstrate confident control of equipment.</p> <p>Copy skills and techniques and use them within the context of a game.</p> <p>Suggest ways to improve performance.</p> <p>Demonstrates a clear understanding of how the body changes/functions during exercise.</p> <p>Compare his/her own performance.</p>	<p>Tennis (GLL) Demonstrate confident control of equipment.</p> <p>Copy skills and techniques and use them within the context of a game.</p> <p>Suggest ways to improve performance.</p> <p>Demonstrates a clear understanding of how the body changes/functions during exercise.</p> <p>Compare his/her own performance.</p>	<p>Tag Rugby Demonstrate confident control of equipment.</p> <p>Copy skills and techniques and use them within the context of a game.</p> <p>Apply the basic principles of attacking and defending to fulfil a role within a game.</p> <p>Participate in team games using tactics.</p> <p>Suggest ways to improve performance.</p> <p>Demonstrates a clear understanding of how the body changes/functions during exercise.</p>	<p>Tag Rugby Demonstrate confident control of equipment.</p> <p>Copy skills and techniques and use them within the context of a game.</p> <p>Apply the basic principles of attacking and defending to fulfil a role within a game.</p> <p>Participate in team games using tactics.</p> <p>Demonstrates a clear understanding of how the body changes/functions during exercise.</p> <p>Suggest ways to improve performance.</p>	<p>Cricket Demonstrate confident control of equipment.</p> <p>Copy skills and techniques and use them within the context of a game.</p> <p>Apply the basic principles of attacking and defending to fulfil a role within a game.</p> <p>Participate in team games using tactics.</p> <p>Suggest ways to improve performance.</p> <p>Compare his/her own performance.</p>	<p>Athletics Demonstrate confident control of equipment.</p> <p>Copy skills and techniques and use them within the context of a race or field event.</p> <p>Demonstrate control when running, sprinting, throwing and jumping.</p> <p>Suggest ways to improve performance.</p> <p>Compare his/her own performance.</p>

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4 (indoor)	<p>Gymnastics Show variety in balances, jumps, travelling and turns across a range of apparatus and in a variety of spaces.</p> <p>Create and perform sequences on the floor and using apparatus, which demonstrates balance and flexibility.</p> <p>Control subtle variations in level, speed and direction.</p> <p>Combine ideas with others to create a group sequence.</p> <p>Identify what needs to improve about his/her own performance.</p> <p>Demonstrates a developed understanding of how the body changes/functions during exercise.</p>	<p>Gymnastics Show variety in balances, jumps, travelling and turns across a range of apparatus and in a variety of spaces.</p> <p>Create and perform sequences on the floor and using apparatus, which demonstrates balance and flexibility.</p> <p>Control subtle variations in level, speed and direction.</p> <p>Combine ideas with others to create a group sequence.</p> <p>Identify what needs to improve about his/her own performance.</p> <p>Demonstrates a developed understanding of how the body changes/functions during exercise.</p>	<p>Dance Perform a variety of dance styles.</p> <p>Use a component of dance in composition.</p> <p>Create a sequence of movement with a clear beginning, middle and ending.</p> <p>Combine ideas with others to create a routine.</p> <p>Identify what needs to improve about his/her own performance. Demonstrates a developed understanding of how the body changes/functions during exercise.</p> <p>Compare his/her own performance to others and recognise success.</p>	<p>Handball Demonstrate confident control of equipment in opposed situations.</p> <p>Demonstrate relevant skills and techniques within the context of a competitive game.</p> <p>Apply basic principles of attacking and defending to fulfil a role within a competitive game.</p> <p>Identify the roles of team members in executing tactics.</p> <p>Demonstrates a developed understanding of how the body changes/functions during exercise.</p>	<p>Swimming <u>(taught by swimming provider) – objectives taken from the NC</u></p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <ul style="list-style-type: none"> ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations. 	<p>Athletics Demonstrate control and technique when running, sprinting, throwing and jumping.</p> <p>Select technique intended to improve performance when competing.</p> <p>Identify what needs to improve about his/her own performance.</p> <p>Compare his/her own performance to others and recognise success.</p>

	Compare his/her own performance to others and recognise success.	Compare his/her own performance to others and recognise success.				
4 (outdoor)	<p>Rounders Demonstrate confident control of equipment in opposed situations.</p> <p>Demonstrate relevant skills and techniques within the context of a competitive game.</p> <p>Apply basic principles of attacking and defending to fulfil a role within a competitive game.</p> <p>Identify the roles of team members in executing tactics.</p> <p>Demonstrates a developed understanding of how the body changes/functions during exercise.</p>	<p>Rounders Demonstrate confident control of equipment in opposed situations.</p> <p>Demonstrate relevant skills and techniques within the context of a competitive game.</p> <p>Apply basic principles of attacking and defending to fulfil a role within a competitive game.</p> <p>Identify the roles of team members in executing tactics.</p> <p>Demonstrates a developed understanding of how the body changes/functions during exercise.</p>	<p>Football (Arsenal) Demonstrate confident control of equipment in opposed situations whilst moving at different speeds.</p> <p>Combine relevant skills and techniques with accuracy within the context of a competitive game.</p> <p>Successfully apply principles suitable for attacking and defending in the context of a competitive game.</p> <p>Collaborate as part of a team to effectively execute tactics.</p>	<p>Football (Arsenal) Demonstrate confident control of equipment in opposed situations whilst moving at different speeds.</p> <p>Combine relevant skills and techniques with accuracy within the context of a competitive game.</p> <p>Successfully apply principles suitable for attacking and defending in the context of a competitive game.</p> <p>Collaborate as part of a team to effectively execute tactics.</p>	<p>Swimming (taught by swimming provider) – objectives taken from the NC swim competently, confidently and proficiently over a distance of at least 25 metres</p> <ul style="list-style-type: none"> ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations. 	<p>Athletics Demonstrate control and technique when running, sprinting, throwing and jumping.</p> <p>Select technique intended to improve performance when competing.</p> <p>Identify what needs to improve about his/her own performance.</p> <p>Compare his/her own performance to others and recognise success.</p>
5 (indoor)	<p>Swimming (taught by swimming provider) – objectives taken from the NC swim competently, confidently and proficiently over a</p>	<p>Gymnastics Demonstrate increasing control during sequences on the floor and using apparatus.</p>	<p>Dance Create and perform dances using a variety of styles.</p>	<p>Circuits (fitness) Demonstrate confident control of equipment in opposed situations whilst moving.</p>	<p>Hockey Demonstrate confident control of equipment in opposed situations whilst moving.</p>	<p>Athletics Demonstrate strength, technique and control to improve performance when running, sprinting, throwing and jumping.</p>

	<p>distance of at least 25 metres</p> <ul style="list-style-type: none"> ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations. 	<p>Employ sustained balance and increased flexibility.</p> <p>Suggest and implement improved movements to enhance a group sequence.</p> <p>Recognise and identify components of his/her own success.</p> <p>Improve his/her own performance to achieve his/her own personal best.</p> <p>With guidance uses knowledge of the relationship between the body and exercise to improve fitness.</p>	<p>Use more than one dance component in a composition.</p> <p>Link sequences to create a routine.</p> <p>Suggest and implement improvements to develop a group routine.</p> <p>Evaluate and recognise his/her own success.</p> <p>Understand how he/she has improved in to achieve his/her personal best</p> <p>With guidance uses knowledge of the relationship between the body and exercise to improve fitness.</p>	<p>With guidance uses knowledge of the relationship between the body and exercise to improve fitness.</p> <p>Evaluate and recognise his/her own success.</p> <p>Understand how he/she has improved in to achieve his/her personal best</p>	<p>Combine relevant skills and techniques within the context of a competitive game.</p> <p>Apply principles suitable for attacking and defending in the context of a competitive game.</p> <p>Collaborate as a team to execute tactics.</p> <p>With guidance uses knowledge of the relationship between the body and exercise to improve fitness.</p> <p>Evaluate and recognise his/her own success.</p> <p>Understand how he/she has improved in to achieve his/her personal best</p>	<p>Select appropriate technique intended to optimise strength and agility when competing.</p> <p>Combine techniques following instruction – long jump, triple jump, javelin throw, hurdles, shot put.</p> <p>With guidance uses knowledge of the relationship between the body and exercise to improve fitness.</p> <p>Evaluate and recognise his/her own success.</p> <p>Understand how he/she has improved in to achieve his/her personal best</p>
<p>5 (outdoor)</p>	<p>Swimming (taught by swimming provider) – objectives taken from the NC</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>Handball</p> <p>Demonstrate confident control of equipment in opposed situations whilst moving.</p> <p>Combine relevant skills and techniques within</p>	<p>Netball</p> <p>Demonstrate confident control of equipment in opposed situations whilst moving.</p> <p>Combine relevant skills and techniques within</p>	<p>Netball</p> <p>Demonstrate confident control of equipment in opposed situations whilst moving.</p> <p>Combine relevant skills and techniques within</p>	<p>Hockey</p> <p>Demonstrate confident control of equipment in opposed situations whilst moving.</p> <p>Combine relevant skills and techniques within</p>	<p>Athletics</p> <p>Demonstrate strength, technique and control to improve performance when running, sprinting, throwing and jumping.</p> <p>Select appropriate technique intended to</p>

	<p>♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>♣ perform safe self-rescue in different water-based situations.</p>	<p>the context of a competitive game.</p> <p>Apply principles suitable for attacking and defending in the context of a competitive game.</p> <p>Collaborate as a team to execute tactics.</p> <p>Improve his/her own performance to achieve his/her personal best.</p> <p>Recognise and identify components of his/her success.</p> <p>Display an understanding of fair play, working well with others and leading a small group – captancy</p>	<p>the context of a competitive game.</p> <p>Apply principles suitable for attacking and defending in the context of a competitive game.</p> <p>Collaborate as a team to execute tactics.</p> <p>Improve his/her own performance to achieve his/her personal best.</p> <p>Recognise and identify components of his/her success.</p> <p>Display an understanding of fair play, working well with others and leading a small group – captancy</p>	<p>the context of a competitive game.</p> <p>Apply principles suitable for attacking and defending in the context of a competitive game.</p> <p>Collaborate as a team to execute tactics.</p> <p>Improve his/her own performance to achieve his/her personal best.</p> <p>Recognise and identify components of his/her success.</p> <p>Display an understanding of fair play, working well with others and leading a small group – captancy</p>	<p>the context of a competitive game.</p> <p>Apply principles suitable for attacking and defending in the context of a competitive game.</p> <p>Collaborate as a team to execute tactics.</p> <p>Improve his/her own performance to achieve his/her personal best.</p> <p>Recognise and identify components of his/her success.</p> <p>Display an understanding of fair play, working well with others and leading a small group – captancy</p>	<p>optimise strength and agility when competing.</p> <p>Combine techniques following instruction – long jump, triple jump, javelin throw, hurdles, shot put.</p> <p>With guidance uses knowledge of the relationship between the body and exercise to improve fitness.</p> <p>Evaluate and recognise his/her own success.</p> <p>Understand how he/she has improved in to achieve his/her personal best</p>
<p>6 (indoor)</p>	<p>Gymnastics Balance, jump, travel and turn with accuracy and consistency across a range of apparatus and in a variety of spaces.</p> <p>Perform controlled and fluent sequences on the floor and using apparatus.</p>	<p>Gymnastics Balance, jump, travel and turn with accuracy and consistency across a range of apparatus and in a variety of spaces.</p> <p>Perform controlled and fluent sequences on the floor and using apparatus.</p>	<p>Hockey Demonstrate confident control of equipment in opposed situations whilst moving at different speeds.</p> <p>Combine relevant skills and techniques with accuracy within the context of a competitive game.</p>	<p>Hockey Demonstrate confident control of equipment in opposed situations whilst moving at different speeds.</p> <p>Combine relevant skills and techniques with accuracy within the context of a competitive game.</p>	<p>Handball Demonstrate confident control of equipment in opposed situations whilst moving at different speeds.</p> <p>Combine relevant skills and techniques with accuracy within the context of a competitive game.</p>	<p>Handball Demonstrate confident control of equipment in opposed situations whilst moving at different speeds.</p> <p>Combine relevant skills and techniques with accuracy within the context of a competitive game.</p>

	<p>Employ sustained and complex balances and ambitious movements, which increase challenge.</p> <p>Effectively communicate improvements, which add challenges to a sequence.</p> <p>Evaluate and recognise his/her own success.</p> <p>Understand how he/she has improved in to achieve his/her personal best</p>	<p>Employ sustained and complex balances and ambitious movements, which increase challenge.</p> <p>Effectively communicate improvements, which add challenges to a sequence.</p> <p>Evaluate and recognise his/her own success.</p> <p>Understand how he/she has improved in to achieve his/her personal best</p>	<p>Successfully apply principles suitable for attacking and defending in the context of a competitive game.</p> <p>Collaborate as part of a team to effectively execute tactics.</p>	<p>Successfully apply principles suitable for attacking and defending in the context of a competitive game.</p> <p>Collaborate as part of a team to effectively execute tactics.</p>	<p>Successfully apply principles suitable for attacking and defending in the context of a competitive game.</p> <p>Collaborate as part of a team to effectively execute tactics.</p>	<p>Successfully apply principles suitable for attacking and defending in the context of a competitive game.</p> <p>Collaborate as part of a team to effectively execute tactics.</p>
<p>6 (outdoor)</p>	<p>Football (Arsenal) Demonstrate confident control of equipment in opposed situations whilst moving at different speeds.</p> <p>Combine relevant skills and techniques with accuracy within the context of a competitive game.</p> <p>Successfully apply principles suitable for attacking and defending in the context of a competitive game.</p>	<p>Football (Arsenal) Demonstrate confident control of equipment in opposed situations whilst moving at different speeds.</p> <p>Combine relevant skills and techniques with accuracy within the context of a competitive game.</p> <p>Successfully apply principles suitable for attacking and defending in the context of a competitive game.</p>	<p>Athletics Demonstrate strength, technique and control to maximise performance when running, sprinting, throwing and jumping.</p> <p>Analyse and improve appropriate technique in order to maximise strength and agility when competing.</p> <p>Successfully combine techniques in athletic activities.</p>	<p>Athletics Demonstrate strength, technique and control to maximise performance when running, sprinting, throwing and jumping.</p> <p>Analyse and improve appropriate technique in order to maximise strength and agility when competing.</p> <p>Successfully combine techniques in athletic activities.</p>	<p>Tennis (GLL) Demonstrate confident control of equipment in opposed situations whilst moving at different speeds.</p> <p>Combine relevant skills and techniques with accuracy within the context of a competitive game.</p> <p>Successfully apply principles suitable for attacking and defending in the context of a competitive game.</p>	<p>Tennis (GLL) Demonstrate confident control of equipment in opposed situations whilst moving at different speeds.</p> <p>Combine relevant skills and techniques with accuracy within the context of a competitive game.</p> <p>Successfully apply principles suitable for attacking and defending in the context of a competitive game.</p>

	Collaborate as part of a team to effectively execute tactics.	Collaborate as part of a team to effectively execute tactics.	Uses knowledge of the relationship between the body and exercise to improve fitness. Display an understanding of fair play, working well with others and leading a medium sized group – captaincy	Uses knowledge of the relationship between the body and exercise to improve fitness. Display an understanding of fair play, working well with others and leading a medium sized group – captaincy	Collaborate as part of a team to effectively execute tactics.	Collaborate as part of a team to effectively execute tactics.
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