## P.E curriculum overview

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

of movements, which are	of movements, which are	Match their developing	they decide whether to	a plank, depending on its	a plank, depending on its
related to music and	related to music and	physical skills to tasks	crawl, walk or run across	length and width.	length and width.
rhythm.	rhythm.	and activities in the	a plank, depending on its		
		setting. For example,	length and width.	Increasingly be able to	Increasingly be able to
In continuous provision:	In continuous provision:	they decide whether to		use and remember	use and remember
Choose the right	Choose the right	crawl, walk or run across	In continuous provision:	sequences and patterns	sequences and patterns
resources to carry out	resources to carry out	a plank, depending on its	Choose the right	of movements, which are	of movements, which are
their own plan. For	their own plan. For	length and width.	resources to carry out	related to music and	related to music and
example, choosing a	example, choosing a		their own plan. For	rhythm.	rhythm.
spade to enlarge a small	spade to enlarge a small	In continuous provision:	example, choosing a		
hole they dug with a	hole they dug with a	Choose the right	spade to enlarge a small	In continuous provision:	In continuous provision:
trowel.	trowel.	resources to carry out	hole they dug with a	Choose the right	Choose the right
		their own plan. For	trowel.	resources to carry out	resources to carry out
Collaborate with others	Collaborate with others	example, choosing a		their own plan. For	their own plan. For
to manage large items,	to manage large items,	spade to enlarge a small	Collaborate with others	example, choosing a	example, choosing a
such as moving a long	such as moving a long	hole they dug with a	to manage large items,	spade to enlarge a small	spade to enlarge a small
plank safely, carrying	plank safely, carrying	trowel.	such as moving a long	hole they dug with a	hole they dug with a
large hollow blocks.	large hollow blocks.		plank safely, carrying	trowel.	trowel.
		Collaborate with others	large hollow blocks.		
Use one-handed tools	Use one-handed tools	to manage large items,		Collaborate with others	Collaborate with others
and equipment, for	and equipment, for	such as moving a long	Use one-handed tools	to manage large items,	to manage large items,
example, making snips in	example, making snips in	plank safely, carrying	and equipment, for	such as moving a long	such as moving a long
paper with scissors.	paper with scissors.	large hollow blocks.	example, making snips in	plank safely, carrying	plank safely, carrying
			paper with scissors.	large hollow blocks.	large hollow blocks.
Use a comfortable grip	Use a comfortable grip	Use one-handed tools			
with good control when	with good control when	and equipment, for	Use a comfortable grip	Use one-handed tools	Use one-handed tools
holding pens and pencils.	holding pens and pencils.	example, making snips in	with good control when	and equipment, for	and equipment, for
		paper with scissors.	holding pens and pencils.	example, making snips in	example, making snips in
Show a preference for a	Show a preference for a			paper with scissors.	paper with scissors.
dominant hand.	dominant hand.	Use a comfortable grip	Show a preference for a		
		with good control when	dominant hand.	Use a comfortable grip	Use a comfortable grip
Be increasingly	Be increasingly	holding pens and pencils.		with good control when	with good control when
independent, as they get	independent, as they get		Be increasingly	holding pens and pencils.	holding pens and pencils.
dressed and undressed,	dressed and undressed,	Show a preference for a	independent, as they get		
for example, putting	for example, putting	dominant hand.	dressed and undressed,	Show a preference for a	Show a preference for a
			for example, putting	dominant hand.	dominant hand.

	coats on and doing up	coats on and doing up	Be increasingly	coats on and doing up	Be increasingly	Be increasingly
	- '	· ·	<b>.</b> ,	• .	<u> </u>	<u> </u>
	zips.	zips.	independent, as they get	zips.	independent, as they get	independent, as they get
			dressed and undressed,		dressed and undressed,	dressed and undressed,
	Be increasingly	Be increasingly	for example, putting	Be increasingly	for example, putting	for example, putting
	independent in meeting	independent in meeting	coats on and doing up	independent in meeting	coats on and doing up	coats on and doing up
	their own care needs,	their own care needs,	zips.	their own care needs,	zips.	zips.
	e.g. brushing teeth, using	e.g. brushing teeth, using		e.g. brushing teeth, using		
	the toilet, washing and	the toilet, washing and	Be increasingly	the toilet, washing and	Be increasingly	Be increasingly
	drying their hands	drying their hands	independent in meeting	drying their hands	independent in meeting	independent in meeting
	thoroughly.	thoroughly.	their own care needs,	thoroughly.	their own care needs,	their own care needs,
			e.g. brushing teeth, using		e.g. brushing teeth, using	e.g. brushing teeth, using
	Make healthy choices	Make healthy choices	the toilet, washing and		the toilet, washing and	the toilet, washing and
	about food, drink,	about food, drink,	drying their hands		drying their hands	drying their hands
	activity and tooth	activity and tooth	thoroughly.		thoroughly.	thoroughly.
	brushing.	brushing.				
			Make healthy choices		Make healthy choices	Make healthy choices
			about food, drink,		about food, drink,	about food, drink,
			activity and tooth		activity and tooth	activity and tooth
			brushing.		brushing.	brushing.
R	Revise and refine the					
IX.	fundamental movement					
	skills they have already					
Development	acquired:	acquired:	acquired:	acquired:	acquired:	acquired:
Matters 2021	- rolling					
	- crawling					
(Children in the	- walking					
Reception Year)	- jumping					
	- running					
	- hopping					
	- skipping					
	- climbing					
		8	······		8	J
	Progress towards a more					
	fluent style of moving,					
	with developing control					
	and grace					
	and Blace	and Prace				

| 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.                   | swimming.                   | swimming.                   | swimming.                   | swimming.                   | swimming.                   |
|                             |                             |                             |                             |                             |                             |
| Develop confidence,         |
| competence, precision       |
| and accuracy when           |
| engaging in activities      |
| that involve a ball.        |
|                             |                             |                             |                             |                             |                             |
| Confidently and safely      |
| use a range of large and    |
| small apparatus indoors     |
| and outside, alone and in   |
| a group.                    |
| Davidan avanali kadir       | Davidan avanellikadı.       | Davidan avandlikadı         | Davidan avanallikaski       | Davidan avandlikadı         | Davidan avandlikadı         |
| Develop overall body-       |
| strength, balance, co-      |
| ordination and agility.     |
| Further develop and         |
| refine a range of ball      |
| skills including: throwing, |
| catching, kicking,          |
| passing, batting, and       |
| aiming.                     | aiming.                     | aiming.                     | aiming.                     | aiming.                     | aiming.                     |
| uning.                      | ummig.                      | uning.                      | ullillig.                   | unning.                     | uning.                      |

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

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

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

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

	Create company in	Create convenees in	shanges/functions during	Campara his/har au	Campara bis/box suus	1
	Create sequences in	Create sequences in	changes/functions during	Compare his/her own	Compare his/her own	
	pairs.	pairs.	exercise.	performance.	performance.	
	Suggest ways to improve	Cuggost ways to improve	Suggest ways to improve			
	performance.	Suggest ways to improve performance.	performance.			
	performance.	performance.	performance.			
	Compare his/her own	Compare his/her own	Compare his/her own			
	performances to others.	performances to others.	performances to others.			
2	Tennis (GLL)	Tennis (GLL)	Tag Rugby	Tag Rugby	Cricket	Athletics
3	Demonstrate confident	Demonstrate confident	Demonstrate confident	Demonstrate confident	Demonstrate confident	Demonstrate confident
(outdoor)	control of equipment.	control of equipment.	control of equipment.	control of equipment.	control of equipment.	control of equipment.
(Sutusei)	control of equipment.	control or equipment.	control of equipment.	control of equipment.	control or equipment.	control of equipment.
	Copy skills and	Copy skills and	Copy skills and	Copy skills and	Copy skills and	Copy skills and
	techniques and use them	techniques and use them	techniques and use them	techniques and use them	techniques and use them	techniques and use them
	within the context of a	within the context of a	within the context of a	within the context of a	within the context of a	within the context of a
	game.	game.	game.	game.	game.	race or field event.
	Suggest ways to improve	Suggest ways to improve	Apply the basic principles	Apply the basic principles	Apply the basic principles	Demonstrate control
	performance.	performance.	of attacking and	of attacking and	of attacking and	when running, sprinting,
			defending to fulfil a role	defending to fulfil a role	defending to fulfil a role	throwing and jumping.
	Demonstrates a <mark>clear</mark>	Demonstrates a <mark>clear</mark>	within a game.	within a game.	<mark>within a game</mark> .	
	understanding of how	understanding of how				Suggest ways to improve
	the body	the body	Participate in team	Participate in team	Participate in team	performance.
	changes/functions during	changes/functions during	games using tactics.	games using tactics.	games using tactics.	
	exercise.	exercise.				Compare his/her own
			Suggest ways to improve	Demonstrates a clear	Suggest ways to improve	performance.
	Compare his/her own		performance.	understanding of how	performance.	
	performance.	Compare his/her own		the body		
		performance.	Demonstrates a clear	changes/functions during	Compare his/her own	
			understanding of how	exercise.	performance.	
			the body			
			changes/functions during	Constant constant in the		
			exercise.	Suggest ways to improve		
				performance.		

			Compare his/her own	Compare his/her own		
			performance.	performance.		
4	<u>Gymnastics</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>Handball</u>	Swimming	<u>Athletics</u>
	Show variety in balances,	Show variety in balances,	Perform a variety of	Demonstrate confident	(taught by swimming	Demonstrate control and
(indoor)	jumps, travelling and	jumps, travelling and	dance styles.	control of equipment in	<u>provider) – objectives</u>	technique when running,
	turns across a range of	turns across a range of		opposed situations.	taken from the NC	sprinting, throwing and
	apparatus and in a	apparatus and in a	Use a component of		swim competently,	jumping.
	variety of spaces.	variety of spaces.	dance in composition.	Demonstrate <mark>relevant</mark>	confidently and	
				skills and techniques	proficiently over a	Select technique
	Create and perform	Create and perform	Create a sequence of	within the context of a	distance of at least 25	intended to <mark>improve</mark>
	sequences on the floor	sequences on the floor	movement with a clear	competitive game.	metres	performance when
	and using apparatus,	and using apparatus,	beginning, middle and		use a range of strokes	competing.
	which demonstrates	which demonstrates	ending.	Apply basic principles of	effectively [for example,	
	balance and flexibility.	balance and flexibility.		attacking and defending	front crawl, backstroke	Identify what needs to
			Combine ideas with	to fulfil a role <mark>within a</mark>	and breaststroke]	improve about his/her
	Control subtle variations	Control subtle variations	others to create a	competitive game.		<mark>own</mark> performance.
	in level, speed and	in level, speed and	routine.		perform safe self-	
	direction.	direction.		Identify the roles of team	rescue in different	Compare his/her own
			Identify what needs to	members in executing	water-based situations.	performance to others
	Combine ideas with	Combine ideas with	improve about his/her	tactics.		and recognise success.
	others to create a group	others to create a group	own performance.	Demonstrates a		
	sequence.	sequence.	Demonstrates a	developed		
			developed	understanding of how		
	Identify what needs to	Identify what needs to	understanding of how	the body		
	improve about his/her	improve about his/her	the body	changes/functions during		
	own performance.	own performance.	changes/functions during	exercise.		
			exercise.			
	Demonstrates a	Demonstrates a				
	developed	developed	Compare his/her own			
	understanding of how	understanding of how	performance to others			
	the body	the body	and <mark>recognise</mark> success.			
	changes/functions during	changes/functions during				
	exercise.	exercise.				

	Compare his/her own	Compare his/her own				
	performance to others	performance to others				
	and recognise success.	and recognise success.				
4	Rounders	Rounders	Football (Arsenal)	Football (Arsenal)	Swimming	<u>Athletics</u>
	Demonstrate confident	Demonstrate confident	Demonstrate confident	Demonstrate confident	(taught by swimming	Demonstrate control and
(outdoor)	control of equipment in	control of equipment in	control of equipment in	<mark>control</mark> of equipment in	provider) – objectives	technique when running,
,	opposed situations.	opposed situations.	opposed situations	opposed situations	taken from the NC	sprinting, throwing and
			whilst moving at	whilst moving at	swim competently,	jumping.
	Demonstrate <mark>relevant</mark>	Demonstrate <mark>relevant</mark>	<mark>different speeds.</mark>	<mark>different speeds.</mark>	confidently and	
	skills and techniques	skills and techniques			proficiently over a	Select technique
	within the context of a	within the context of a	Combine relevant skills	Combine relevant skills	distance of at least 25	intended to <mark>improve</mark>
	competitive game.	competitive game.	and techniques with	and techniques with	metres	performance when
			accuracy within the	accuracy within the	use a range of strokes	competing.
	Apply basic principles of	Apply basic principles of	context of a <mark>competitive</mark>	context of a <mark>competitive</mark>	effectively [for example,	
	attacking and defending	attacking and defending	<mark>game</mark> .	<mark>game</mark> .	front crawl, backstroke	Identify what needs to
	to fulfil a role within a	to fulfil a role within a			and breaststroke]	improve about his/her
	competitive game.	competitive game.	Successfully apply	Successfully apply		<mark>own</mark> performance.
			principles suitable for	principles suitable for	perform safe self-	
	Identify the roles of team	Identify the roles of team	attacking and defending	attacking and defending	rescue in different	Compare his/her own
	members in executing	members in executing	in the context of a	in the context of a	water-based situations.	performance to others
	<mark>tactics</mark> .	<mark>tactics</mark> .	competitive game.	competitive game.		and <mark>recognise success.</mark>
	Demonstrates a	Demonstrates a	Collaborate as part of a	Collaborate as part of a		
	<mark>developed</mark>	<mark>developed</mark>	team to <mark>effectively</mark>	team to <mark>effectively</mark>		
	understanding of how	understanding of how	execute tactics.	<mark>execute tactics</mark> .		
	the body	the body				
	changes/functions during	changes/functions during				
	exercise.	exercise.				
Г	Swimming	Gymnastics	Dance	Circuits (fitness)	Hockey	Athletics
5	(taught by swimming	Demonstrate increasing	Create and perform	Demonstrate confident	Demonstrate confident	Demonstrate strength,
(indoor)	provider) – objectives	control during sequences	dances using a variety of	control of equipment in	control of equipment in	technique and control to
(	taken from the NC	on the floor and using	styles.	opposed situations	opposed situations	improve performance
	swim competently,	apparatus.	,	whilst moving.	whilst moving.	when running, sprinting,
	confidently and	,		J		throwing and jumping.
	proficiently over a					

	distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations.	Employ sustained balance and increased flexibility.  Suggest and implement improved movements to enhance a group sequence.  Recognise and identify components of his/her own success.  Improve his/her own performance to achieve his/her own personal best.  With guidance uses knowledge of the relationship between the body and exercise to improve fitness.	Use more than one dance component in a composition.  Link sequences to create a routine.  Suggest and implement improvements to develop a group routine.  Evaluate and recognise his/her own success.  Understand how he/she has improved in to achieve his/her personal best  With guidance uses knowledge of the relationship between the body and exercise to improve fitness.	With guidance uses knowledge of the relationship between the body and exercise to improve fitness.  Evaluate and recognise his/her own success.  Understand how he/she has improved in to achieve his/her personal best	Combine relevant skills and techniques within the context of a competitive game.  Apply principles suitable for attacking and defending in the context of a competitive game.  Collaborate as a team to execute tactics.  With guidance uses knowledge of the relationship between the body and exercise to improve fitness.  Evaluate and recognise his/her own success.  Understand how he/she has improved in to achieve his/her personal best	Select appropriate technique intended to optimise strength and agility when competing.  Combine techniques following instruction — long jump, triple jump, javelin throw, hurdles, shot put.  With guidance uses knowledge of the relationship between the body and exercise to improve fitness.  Evaluate and recognise his/her own success.  Understand how he/she has improved in to achieve his/her personal best
5 (outdoor)	Swimming (taught by swimming provider) – objectives taken from the NC swim competently, confidently and proficiently over a distance of at least 25 metres	Handball Demonstrate confident control of equipment in opposed situations whilst moving.  Combine relevant skills and techniques within	Netball  Demonstrate confident control of equipment in opposed situations whilst moving.  Combine relevant skills and techniques within	Netball Demonstrate confident control of equipment in opposed situations whilst moving.  Combine relevant skills and techniques within	Hockey Demonstrate confident control of equipment in opposed situations whilst moving.  Combine relevant skills and techniques within	Athletics Demonstrate strength, technique and control to improve performance when running, sprinting, throwing and jumping.  Select appropriate technique intended to

	♣ use a range of strokes	the context of a	the context of a	the context of a	the context of a	optimise strength and
	effectively [for example,	competitive game.	competitive game.	competitive game.	competitive game.	agility when competing.
	front crawl, backstroke	e mpe and a game.	e de la composition della comp	and a second	e de la composition della comp	28
	and breaststroke]	Apply principles suitable	Apply principles suitable	Apply principles suitable	Apply principles suitable	Combine techniques
	,	for attacking and	for attacking and	for attacking and	for attacking and	following instruction –
	♣ perform safe self-	defending in the context	defending in the context	defending in the context	defending in the context	long jump, triple jump,
	rescue in different	of a <mark>competitive game.</mark>	of a <mark>competitive game.</mark>	of a <mark>competitive game.</mark>	of a <mark>competitive game.</mark>	javelin throw, hurdles,
	water-based situations.					shot put.
		Collaborate as a team to	Collaborate as a team to	Collaborate as a team to	Collaborate as a team to	
		execute tactics.	execute tactics.	execute tactics.	execute tactics.	With guidance uses
						knowledge of the
		Improve his/her own	Improve his/her own	Improve his/her own	Improve his/her own	relationship between the
		performance to <mark>achieve</mark>	performance to <mark>achieve</mark>	performance to achieve	performance to <mark>achieve</mark>	body and
		his/her personal best.	his/her personal best.	his/her personal best.	his/her personal best.	exercise to improve
						fitness.
		Recognise and identify	Recognise and identify	Recognise and identify	Recognise and identify	
		components of his/her	components of his/her	components of his/her	components of his/her	Evaluate and recognise
		success.	success.	success.	success.	his/her own success.
		D: 1	Di la la la	Di la la la la	Di la la la la	
		Display an understanding	Display an understanding	Display an understanding	Display an understanding	Understand how he/she
		of fair play, working well	of fair play, working well	of fair play, working well	of fair play, working well	has improved in to
		with others and leading a	with others and leading a	with others and leading a	with others and leading a	achieve his/her personal
		small group – captaincy	<mark>small group</mark> – captaincy	small group – captaincy	<mark>small group</mark> – captaincy	best
6	Gymnastics	Gymnastics	Hockey	Hockey	Handball	Handball
6	Balance, jump, travel and	Balance, jump, travel and	Demonstrate confident	Demonstrate confident	Demonstrate confident	Demonstrate confident
(indoor)	turn with accuracy and	turn with accuracy and	control of equipment in	control of equipment in	control of equipment in	control of equipment in
(,	consistency across a	consistency across a	opposed situations	opposed situations	opposed situations	opposed situations
	range of apparatus and	range of apparatus and	whilst moving at	whilst moving at	whilst moving at	whilst moving at
	in a variety of spaces.	in a variety of spaces.	<mark>different speeds.</mark>	different speeds.	<mark>different speeds.</mark>	different speeds.
	Perform <mark>controlled</mark> and	Perform <mark>controlled</mark> and	Combine relevant skills	Combine relevant skills	Combine relevant skills	Combine relevant skills
	fluent sequences on the	fluent sequences on the	and techniques with	and techniques with	<mark>and techniques</mark> with	and techniques with
	floor and using	floor and using	accuracy within the	accuracy within the	accuracy within the	accuracy within the
	apparatus.	apparatus.	context of a <mark>competitive</mark>	context of a competitive	context of a <mark>competitive</mark>	context of a <mark>competitive</mark>
			<mark>game</mark> .	<mark>game</mark> .	<mark>game</mark> .	<mark>game</mark> .

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

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