

Class 1

<i>Early Years - Physical Education</i>	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>Moving and Handling</i>			
• Can children show good control and co-ordination in large and small movements? • Can they move confidently in a range of ways, safely negotiating space? • Can they handle equipment and tools effectively, including pencils for writing?			
<i>Greater Depth</i>			
• Can children hop confidently and skip in time to music? • Can they hold paper in position and use their preferred hand for writing, using a correct pencil grip? • Are they beginning to be able to write on lines and control letter size?			

<i>Health and Self-Care</i>	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
• <i>Do children know the importance for good health of physical exercise, and healthy diet?</i> • <i>Can they talk about ways to keep healthy and safe?</i> • <i>Can they manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently?</i>			
<i>Greater Depth</i>			
• <i>Do children know about, and make healthy choices in relation to, healthy eating and exercise?</i> • <i>Can they dress and undress independently, successfully managing fastening buttons or laces?</i>			

Physical Skills	Personal Skills
• Develop fundamental skills (including running, jumping, throwing and catching). • Improve running technique and run for longer distances. • Perform a run and jump sequence. • Develop an under and over arm throwing action. • Maintains stillness on different bases of support with different body shapes. • Develop basic strength and flexibility. • Perform basic actions using changes in speed and direction, including travelling, rolling, jumping, climbing and stay still when required. • Link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end.	• Develop confidence and resilience. • Describe the differences in the way their body works and feels when playing different games. • Complete fairly showing good sportsmanship.
Thinking Skills	Health Skills
• Develop simple tactics for attacking and defending and ways to score. • Describe some basic rules. • Show good awareness of space and the actions of others. • Watch describe and comment on what they have seen. • Develop ways to score.	• Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.

Greater Depth
• Create and perform a movement phrase with a beginning, middle and end. • Show good awareness of space, apparatus and the actions of others. • Carry and set up equipment safely with help. • Apply skills in a variety of situations • Differentiates between healthy and unhealthy foods.

Class 2

Physical Skills	Personal Skills
• Develop fundamental skills (including running, jumping, throwing and catching). • Improve running technique and run for longer distances. • Perform a run and jump sequence. • Develop an under and over arm throwing action. • Maintains stillness on different bases of support with different body shapes. • Perform basic actions using changes in speed and direction, including travelling, rolling, jumping, climbing and stay still when required. • Link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end. • Show good awareness of space and the action of others. • Compete in small sided games fairly showing good sportsmanship. • Develop basic strength and flexibility. • Run with a good technique at different speeds. • Perform a two footed jump. • Show a good throwing technique and extend accuracy and distance. • Perform basic gymnastic actions with control and coordination.	• Develop confidence and resilience. • Describe the differences in the way their body works and feels when playing different games. • Complete fairly showing good sportsmanship. • Work and compete individually and with others. • Develop competence. • Know playing games is good for them and describe what it feels like. • Know running, jumping and throwing is good for them and describe what it feels like.
Thinking Skills	Health Skills
• Develop simple tactics for attacking and defending and ways to score, including small sided games. • Describe some basic rules. • Show good awareness of space and the actions of others. • Watch describe and comment on what they have seen. • Develop ways to score. • Begin to watch others and focus on specific actions to improve own skills.	• Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. • Identify physical activities that contribute to fitness. • Recognise the “good health balance” of nutrition and physical activity. • Know flexibility, strength and body control is good for them and describe what it feels like.

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| <ul style="list-style-type: none">• <i>Handle apparatus safely and recognise risks involved.</i> | |
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<i>Greater Depth</i>	
• <i>Create and perform a movement phrase with a beginning, middle and end.</i> • <i>Show good awareness of space, apparatus and the actions of others.</i> • <i>Carry and set up equipment safely with help.</i> • <i>Apply skills in a variety of situations</i> • <i>Differentiates between healthy and unhealthy foods.</i> • <i>Repeat a sequence of gymnastic actions incorporating smooth transitions and stillness.</i> • <i>Know the difference between tension and relaxation in their body.</i> • <i>Know flexibility, strength and body control is good for them and describe what it feels like.</i> • <i>Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it.</i>	

Class 3

Physical Skills	Personal Skills
• Master fundamental movement skills with a good level of consistency when moving and standing still (specifically master basic movements including running, jumping, throwing and catching). • Throw and catch with control when under limited pressure to keep possession and score goals. • Show awareness of opponents and teammates during games. • Select running speed for appropriate activity. • Make up and repeat a short sequence of linked jumps. • Adapt a gymnastic sequence to include different levels, speeds and directions. • Use more detailed plans and diagrams that take them from familiar to less familiar areas. • Develop gymnastic techniques and transitions. • Change pace, length and direction to outwit their opponent. • Show some control when using a range of basic running, jumping and throwing actions with some accuracy and power to target the area. • Perform a range of gymnastic actions with increased consistency and fluency. • Perform a range of jumps showing contrasting actions on the floor and apparatus. • Combine actions and show clarity of shape in longer sequences, alone or with a partner. • Perform dances using a range of movement patterns.	• Begin to understand the importance of warming up. • Identify that playing extended games improves their stamina. • Compete fairly showing good sportsmanship individually and with others. • Develop competence and confidence. • Recognise when their body is warmer or cooler and when their heart beats faster and slower. • Understand how strength, stamina and speed can be improved by playing games. • Compete in small sided games fairly showing good sportsmanship. • Recognise that strength and suppleness is an important part of fitness.
Thinking Skills	Health Skills
• Show good awareness of space and the actions of others. • Use simple rules fairly and extend them to devise their own games. • Take part in relay activities remembering when to run and what to do.	• Recognise that strength and suppleness are important parts of fitness. • Develop calming techniques and self-regulate emotions with an adult. • Examines the health benefits of participating in physical activity.

- Describe their own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved.
- Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.
- Work in cooperative groups to use different techniques, speed and effort to meet challenges.
- Handle apparatus safely and recognise risks involved.

Greater Depth

- Throw a variety of object, changing their action for accuracy and distance.
- Perform combinations of gymnastic actions using floor, mats and apparatus.
- Know and describe the effects of different exercise activities on the body and how to improve stamina.
- Use ideas they have learned in one task and apply them in another.
- Choose and use a range of simple tactics for defending and challenging their opponent for striking fielding, team and net games.
- Describes the concept of fitness and provides examples of physical activity to enhance fitness.
- Identifies foods that are beneficial for before and after physical activity.
- Choose and use a range of ball skills with a good degree of accuracy.
- Use a variety of techniques and tactics to attack, keep possession and score.
- Discuss the importance of hydration and hydration choices relative to physical activities.

Class 4

Physical Skills	Personal Skills
• Use a large range of sending, receiving and travelling techniques in games, with varied control. • Demonstrate a range of throwing actions using modified equipment with some accuracy and control. • Understand and demonstrate the difference between sprinting and distance running. • Show control in take-off and landing activities. • Work cooperatively to put strategies and solutions into action. • Develop and refine orienteering and problem-solving skills when working in groups and on their own. • Perform dances using a range of movement patterns. • Perform combinations of gymnastics actions with different levels, speeds and directions • Perform skills with greater speed, fluency and accuracy in invasion, striking and net games. • Choose the best pace for a running event, in order to sustain running and improve their personal target. • Show accuracy and good technique when throwing for distance. • Find appropriate solutions to problems and challenges. • Work with a partner or small group to practise and refine a sequence.	• Work and compete individually and with others. • Develop competence. • Develop confidence. • Compete in small sided games fairly showing good sportsmanship. • Recognise that strength and supplement are important parts of fitness. • Recognise when their body is warmer or cooler and when their heart beats faster and slower. • Compete in a range of team events.
Thinking Skills	Health Skills
• Know and apply the basic strategic and tactical principles of some games and adapt them to different situations. • Show good awareness of space and the actions of others. • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others. • Identify good performances and suggest ideas for practices that will improve their play.	• Understand fully why exercise is good for fitness, health and wellbeing. • Develop calming techniques and selfregulate emotions. • Organise and judge events and challenges well. • Know and apply strategic and tactical principles of various games and adapt them to different situations.

• <i>Work in cooperatives groups to use different techniques, speeds and effort to meet challenges.</i> • <i>Predict how different activities will affect heart rate, temperature and performance.</i> • <i>Evaluate a sequence and suggest improvements to speed, direction and level, applying some basic criteria.</i> • <i>Understand and choose a range of tactics and strategies for defence and attack.</i> • <i>With help, devise warm up and cool down activities and justify their choices.</i> • <i>Develop their ability to evaluate their own and others' work, and to suggest ways to improve it using appropriate terminology.</i>	
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Greater Depth	
• <i>Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control.</i> • <i>Design and lead activities and teach to other children.</i> • <i>Design a fitness plan to address ways to use physical activity to enhance fitness.</i> • <i>Analyses the impact of food choices relative to physical activity, youth sports and personal health.</i> • <i>Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environments.</i> • <i>Combine and perform actions, shapes and balances with fluency increasing difficult combinations.</i> • <i>Know the importance and types of fitness and how playing games contributes to a healthy lifestyle.</i> • <i>Organise and judge events and challenges well.</i> • <i>Know and apply strategic and tactical principles of various games and adapt them to different situations.</i> • <i>Analyses the impact of food choices relative to physical activity, youth sports and personal health.</i>	

Vocabulary Progression

Gymnastics

Years 1 and 2	Years 3 and 4	Years 5 and 6
• <i>Forwards</i> • <i>Backwards</i> • <i>Sideways</i> • <i>Roll</i> • <i>Slow</i> • <i>Body parts</i> • <i>Shape</i> • <i>Jump</i> • <i>Travel</i> • <i>Stretch</i> • <i>Wide</i> • <i>Narrow</i>	• <i>stretch</i> • <i>push</i> • <i>pull</i> • <i>step</i> • <i>spring</i> • <i>crawl</i> • <i>still</i> • <i>slowly</i> • <i>tall</i> • <i>long</i> • <i>forwards</i> • <i>high</i> • <i>low</i> • <i>roll</i> • <i>copy</i> • <i>jump</i> • <i>land</i> • <i>balance</i>	• <i>Muscles</i> • <i>Joints</i> • <i>Symmetrical/asymmetrical</i> • <i>Rotation</i> • <i>Turn</i> • <i>Shape</i> • <i>Landing</i> • <i>Take-off</i> • <i>Performance/evaluation</i>

Games

<i>Years 1 and 2</i>	<i>Years 3 and 4</i>	<i>Years 5 and 6</i>
• Striking • Catching • Own space • Team • Speed • Direction • Passing • Controlling • Shooting • Scoring	• Keep possession • Scoring goals • Keeping score • Making space • Pass/send/receive • Travel with a ball • Make use of space • Points/goals • Rules • Tactics • Batting • Fielding • Defending • Hitting	• Keeping possession • Passing • Dribbling • Shooting • Support • Marking • Attackers/defenders • Marking • Team play • Batting • Fielding • Bowler • Defending • Hitting • Offside • Pitch • Forehand/backhand

Dance

<i>Years 1 and 2</i>	<i>Years 3 and 4</i>	<i>Years 5 and 6</i>
• <i>Travel</i> • <i>Stillness</i> • <i>Direction</i> • <i>Space</i> • <i>Body parts</i> • <i>Levels</i> • <i>Speed</i>	• <i>Space</i> • <i>Repetition</i> • <i>Action and reaction</i> • <i>Pattern</i>	• <i>Dance style</i> • <i>Technique</i> • <i>Pattern</i> • <i>Rhythm</i> • <i>Variation</i> • <i>Unison</i> • <i>Canon</i> • <i>Action</i> • <i>Reaction</i>