

Year R - PE Skills Matrix

<p>Physical Development – Moving & handling</p> <p>33 – 50 months</p>	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts climbing equipment using alternate feet. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball.</p>			
<p>Physical Development – Moving & handling</p> <p>40 -60+ months</p>	<p>Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>			
Dance	Gymnastics & Fitness	Invasion Games	Athletics & Multi-skills	Striking & Fielding
<ul style="list-style-type: none"> Nativity / Just Dance 	<ul style="list-style-type: none"> Wall Bars OT – Shapes (Clever Bodies Program) 	<ul style="list-style-type: none"> Unopposed ball games 	<ul style="list-style-type: none"> Large ball focus Athletics 	<ul style="list-style-type: none"> Unopposed Ball Games
<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p>	<p>Mounts climbing equipment using alternate feet.</p> <p>Can stand momentarily on one foot when shown.</p>	<p>Kicking, dribbling and throwing bean bags and large balls.</p>	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Can catch a large ball.</p>
	<p>Jumps off an object and lands appropriately.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Shows increasing control over an object in pushing, patting or kicking it.</p>	<p>Experiments with different ways of moving.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>	<p>Shows increasing control over an object in throwing and catching it.</p>

Year 1 - PE Skills Matrix

National Curriculum: Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.

Dance	Gymnastics & Fitness	Invasion Games	Athletics & Multi-skills	Striking & Fielding
<ul style="list-style-type: none"> Animals, Jungle & Africa 	<ul style="list-style-type: none"> Character Routines 	<ul style="list-style-type: none"> Football Handball Netball Tag Rugby Uni-Hockey 	<ul style="list-style-type: none"> Athletics Circuits Kings & Queens 	<ul style="list-style-type: none"> Rounders Tennis
<p>Learn basic movements relating to feelings.</p> <p>Show that they have a clear starting and finishing position.</p> <p>Respond to different music showing a range of emotions.</p> <p>Perform dance movements and simple routines using simple movement patterns.</p> <p>Explain how practicing skills can help you feel warmer and why is it good to join in get out of breath.</p> <p>Talk about what our bodies do during exercise e.g. breathing.</p>	<p>Respond to instructions and commands.</p> <p>Handle apparatus safely.</p> <p>Move between mats and small apparatus and change the speed of movement.</p> <p>Learn a variety of basic gym actions.</p> <p>Be still in different body shapes and balances and combine different ways of travelling.</p> <p>Recognise how it feels when the body is tense.</p> <p>Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction.</p>	<p>Explore different ways of using a ball.</p> <p>Explain why they enjoy playing games and physical activities.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Participate in team games.</p> <p>Develop simple attacking and defending techniques.</p> <p>Pass and receive a ball in different ways, using different parts of the body, with increased control.</p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</p>	<p>Play running and agility games.</p> <p>Take part in multi-skills festivals designed to develop the fundamental movement skills of balance, co-ordination and agility.</p> <p>Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc.</p> <p>Develop balance, agility and co-ordination.</p> <p>Play a variety of running and avoiding games.</p>	<p>Focus on throwing and catching.</p> <p>Play games based on net games (like tennis and badminton).</p> <p>Children have an opportunity to play 1 v 1, 1 v 2 and 1 v 3.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and co-ordination.</p>

Year 2 - PE Skills Matrix

**National Curriculum:
Key stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.

Dance	Gymnastics & Fitness	Invasion Games	Athletics & Multi-skills	Striking & Fielding
<ul style="list-style-type: none"> Jungles 	<ul style="list-style-type: none"> Character Routine Performances Circuits Wall Bars 	<ul style="list-style-type: none"> Basketball Football Handball Uni-Hockey 	<ul style="list-style-type: none"> Athletics Dodgeball Swimming 	<ul style="list-style-type: none"> Tennis
<p>Evaluate and improve a dance performance by recording and viewing their rehearsals.</p> <p>Use a range of vocabulary to describe moods and how dances make them feel.</p> <p>Remember and repeat simple dance phrases.</p> <p>Perform dances using simple movement patterns.</p> <p>Recognise how they work best with their partner.</p> <p>Watch others and describe what is happening.</p>	<p>Develop short sequences on their own.</p> <p>Use imagination to find different ways of using apparatus.</p> <p>Form simple sequences of different actions using floor and apparatus. Have a clear start, middle and end.</p> <p>Have a clear focus when watching others perform. Say when a movement or skill is performed well (aesthetic appreciation). Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.)</p> <p>Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction.</p>	<p>Recognise the best ways to score points and stop points being scored.</p> <p>Make it difficult for opponents.</p> <p>Keep the ball and find best places to score.</p> <p>Watch others accurately describe what they see and ask to copy others' ideas, skills and tactics.</p> <p>Participate in team games.</p> <p>Understand and use rules and develop different tactics for attacking and defending.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Use their ability to solve problems and make decisions.</p>	<p>Take part in multi-skills festivals. Designed to develop the fundamental movement skills of balance, co-ordination and agility. Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc.</p> <p>Develop balance, agility and co-ordination.</p> <p>Explore movement techniques with increased control.</p> <p>How to run, throw and jump and perform these with increased control and co-ordination.</p>	<p>Choose, use and vary simple tactics.</p> <p>Recognise good quality in performance.</p> <p>Use information to improve their work.</p> <p>Participate in team games.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and co-ordination.</p> <p>Use their skills to play end to end games, games over a barrier and fielding games.</p>

Year 3 - PE Skills Matrix

National Curriculum: Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Dance	Gymnastics & Fitness	Invasion Games	Athletics & Multi-skills	Striking & Fielding
<ul style="list-style-type: none"> Street Dance 1 	<ul style="list-style-type: none"> Partner Balances 	<ul style="list-style-type: none"> Basketball Football Handball Netball Tag Rugby Uni-Hockey 	<ul style="list-style-type: none"> Athletics Circuits & Dodgeball 	<ul style="list-style-type: none"> Cricket Tennis
<p>Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement.</p> <p>Keep up an activity over a period of time and know what they need to warm up and cool down for dance.</p>	<p>Develop and perform actions.</p> <p>Practice and concentrate on quality of movement.</p> <p>Link different balances moving in and out of positions of stillness.</p> <p>Transfer weight smoothly from one part of body to another.</p> <p>Use actions on floor and over, going through, across and along apparatus</p> <p>Vary and apply actions on floor and apparatus.</p> <p>Copy a partner's sequence on floor and apparatus.</p> <p>Perform easy combinations of contrasting actions.</p> <p>Choose combinations that work in their sequences.</p>	<p>Practise passing to a partner using a number of sending and receiving techniques.</p> <p>Improve accuracy of passes and use space to keep possession better.</p> <p>Remain in control of ball while travelling.</p> <p>Use communication skills to help others know where they are going.</p> <p>Look when travelling and what happens after they have passed ball.</p> <p>Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games.</p> <p>Know which passes are best, tactics to keep possession.</p> <p>Find space to receive and support.</p> <p>Know what to think about when team has and hasn't got the ball.</p> <p>Understand patterns of play- if ball is in a certain position where should players be.</p>	<p>Choose skills and equipment to meet the challenges they are set. E.g. by increasing the distance thrown.</p> <p>Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Know how they can make it difficult for opponent (s) to receive a ball.</p> <p>Stand when receiving.</p> <p>Understand attack and defence tactics.</p> <p>Understand rules about the games.</p>	<p>Consolidate and develop the range and consistency of their skills in striking and fielding games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Practise throwing and catching with a variety of different balls and using different types of throwing.</p> <p>Describe what happens to their heart, breathing and temperature during different types of athletic activity.</p> <p>Hit the ball with a racket.</p> <p>Use different shots.</p> <p>Play games using throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p>

Year 4 - PE Skills Matrix

National Curriculum: Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Dance	Gymnastics & Fitness	Invasion Games	Athletics & Multi-skills	Striking & Fielding
<ul style="list-style-type: none"> Street Dance 2 	<ul style="list-style-type: none"> Shape & Balance 	<ul style="list-style-type: none"> Basketball Football Handball Hockey Netball Tag Rugby 	<ul style="list-style-type: none"> Athletics Circuits & Dodgeball 	<ul style="list-style-type: none"> Rounders Tri Golf
<p>Explore and create characters and narratives in response to a range of stimuli.</p> <p>Describe, interpret and evaluate their own and others' dances, taking account of character and narrative.</p>	<p>Devise, perform and repeat sequences that include travel, body shapes and balances.</p> <p>Help them change sequences.</p> <p>Include changes of dynamics.</p> <p>Work with a partner.</p> <p>Adapt their sequences to include apparatus and to suit partner or small group.</p> <p>Ask which parts of task they have completed and the ones they still need to practice.</p> <p>Compare and contrast similar performances.</p> <p>Suggest ways to improve the quality of sequence.</p> <p>Say what they do well in a game and what they need help with and what they need to practice.</p>	<p>Score more regularly without making mistakes.</p> <p>Choose and adapt their techniques to keep possession and give their team chance to shoot.</p> <p>Plan ideas and tactics similar across invasion games.</p> <p>Know what rules are needed to make games fair.</p> <p>Understand simple patterns of play.</p> <p>Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.</p> <p>Know what they need to improve their game and what they need to practice.</p> <p>Play 3vs1 and 4vs1 and how to use the space and help each other.</p>	<p>Run for short distances and times, and for longer distances and times.</p> <p>Keep a steady pace.</p> <p>Practise 5 basic jumps e.g. hop, step and jump.</p> <p>Combine basic actions and form simple jump combinations.</p> <p>Throw into a target using slinging, pushing and pulling actions.</p> <p>Describe and evaluate the effectiveness of performance and recognise aspects that need improving.</p>	<p>Choose and use a range of simple tactics and strategies.</p> <p>Keep, adapt and make rules for striking and fielding games.</p> <p>Recognise good performance and identify the parts of a performance that need improving.</p> <p>Play games using throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p> <p>Understand how they can make it difficult for opponent to receive ball.</p> <p>Understand where to stand when receiving.</p> <p>Talk about how to change the court to make it easier/harder.</p>

Year 5 - PE Skills Matrix

National Curriculum: Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Dance	Gymnastics & Fitness	Invasion Games	Athletics & Multi-skills	Striking & Fielding
<ul style="list-style-type: none"> Street Dance 3 	<ul style="list-style-type: none"> Shape & Balance 	<ul style="list-style-type: none"> Basketball Football Handball Hockey Netball Tag Rugby 	<ul style="list-style-type: none"> Athletics Circuits & Dodgeball Swimming 	<ul style="list-style-type: none"> Tennis
<p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</p> <p>Organise their own warm up and cool down activities to suit the dance.</p> <p>Show an understanding of why it is important.</p> <p>Understand why exercise is good for their fitness, health and well-being.</p>	<p>Explore range of symmetric and asymmetric actions, shapes and balances.</p> <p>Control actions and combine them fluently. Be aware of extension, body tension and control.</p> <p>Move from floor to apparatus, change levels and move safely.</p> <p>Combine movements with other in a group (matching and mirroring).</p> <p>Watch a performance and evaluate its success.</p> <p>Identify what was performed well and what needs improving.</p> <p>Choose a focus for improvement.</p> <p>Identify one or two aspects of their performance to practice and improve.</p>	<p>Show ways to keep ball away from defenders. How to shield the ball.</p> <p>Change speed, direction with ball to get away from defender.</p> <p>Shoot accurately in a variety of ways. Mark an opponent.</p> <p>Watch and evaluate the success of the games they play in.</p> <p>Identify parts of the game that are going well and parts that need improving.</p> <p>Explain how confident they feel in different positions.</p> <p>Suggest what they need to practice to enjoy game more.</p> <p>Change pitch size to make games better.</p>	<p>Choose their favourite ways of running, jumping and throwing.</p> <p>Choose the best equipment for different activities.</p> <p>Know how to plan a run so they pace themselves evenly or unevenly.</p> <p>Plan to cover distances as a team to get the best results possible.</p> <p>Mark a run up for jumping and throwing.</p> <p>Set themselves and others targets in different events. Watch a partner's athletic performance and identify the main strengths.</p> <p>Identify parts of the performance that need to be practiced and refined as well as suggesting improvements.</p> <p>Explain why they or others are playing well in the games.</p>	<p>Develop the range and consistency of their skills, especially in specific striking and fielding games.</p> <p>Know how to warm up.</p> <p>Understand what to include in a warm up in order to improve performance.</p> <p>Hold and swing racket and where to stand on the court when hitting, catching and receiving.</p> <p>Hit the ball on both sides of the body and above head.</p> <p>Use different types of shots during a game.</p> <p>Improve accuracy.</p> <p>Know what they need to get better at and what to practice.</p> <p>Know how to change court to make easier.</p> <p>Understand practices to help with precision and consistency and speed about the court.</p>

Year 6 - PE Skills Matrix

National Curriculum: Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Dance	Gymnastics & Fitness	Invasion Games	Athletics & Multi-skills	Striking & Fielding
<ul style="list-style-type: none"> Indian 	<ul style="list-style-type: none"> Circuits Mirror Imaging Performances 	<ul style="list-style-type: none"> Basketball Football Handball Hockey Netball Rugby 	<ul style="list-style-type: none"> Athletics Circuits & Dodgeball 	<ul style="list-style-type: none"> Rounders Tri Golf
<p>Explore, improvise and combine movement ideas fluently and effectively.</p> <p>Understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work.</p>	<p>Make up a sequence and adapt it to different apparatus layouts.</p> <p>Use combinations of dynamics (pathways) to use space effectively.</p> <p>Make up own rule for longer, more complex sequences.</p> <p>Plan a sequence and adapt it to limited equipment.</p> <p>Work as a group and share roles fairly.</p> <p>Investigate different ways of working with a partner or small group.</p> <p>Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions)</p>	<p>Understand that when team has ball they are attacking and when they haven't they are defending.</p> <p>Understand different ways of attacking and encourage them to use positions for their team carefully.</p> <p>Understand different ways to attack and defend.</p> <p>Choose right formations and tactics for attack and defence.</p> <p>Know how they support other players in attack and defence.</p>	<p>Develop the consistency of their actions in a number of events.</p> <p>Increase the number of techniques they use.</p> <p>Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes.</p> <p>Throw with greater control, accuracy and efficiency.</p> <p>Perform a range of jumps showing power, control and consistency at both take-off and landing.</p> <p>Understand why exercise is good for fitness, health and wellbeing.</p> <p>Explain why they or others are playing well in the games.</p>	<p>Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding.</p> <p>Evaluate strengths and weaknesses in their own and others' performances and suggest improvements.</p> <p>Devise a scoring system.</p> <p>Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball.</p> <p>Know where to stand when attacking and defending.</p> <p>Know what they need to get better at and what to practice.</p> <p>Understand how to change court to make easier.</p> <p>Understand practices to help with precision and consistency and speed.</p>

Dance Skills Matrix

YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p>	<p>Learn basic movements relating to feelings.</p> <p>Show that they have a clear starting and finishing position.</p> <p>Respond to different music showing a range of emotions.</p> <p>Perform dance movements and simple routines using simple movement patterns.</p> <p>Explain how practicing skills can help you feel warmer and why is it good to join in get out of breath.</p> <p>Talk about what our bodies do during exercise e.g. breathing.</p>	<p>Evaluate and improve a dance performance by recording and viewing their rehearsals.</p> <p>Use a range of vocabulary to describe moods and how dances make them feel.</p> <p>Remember and repeat simple dance phrases.</p> <p>Perform dances using simple movement patterns.</p> <p>Recognise how they work best with their partner.</p> <p>Watch others and describe what is happening.</p>	<p>Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement.</p> <p>Keep up an activity over a period of time and know what they need to warm up and cool down for dance.</p>	<p>Explore and create characters and narratives in response to a range of stimuli.</p> <p>Describe, interpret and evaluate their own and others' dances, taking account of character and narrative.</p>	<p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</p> <p>Organise their own warm up and cool down activities to suit the dance.</p> <p>Show an understanding of why it is important.</p> <p>Understand why exercise is good for their fitness, health and well-being.</p>	<p>Explore, improvise and combine movement ideas fluently and effectively.</p> <p>Understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work.</p>

Gymnastics & Fitness

YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Mounts climbing equipment using alternate feet.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Jumps off an object and lands appropriately.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Respond to instructions and commands.</p> <p>Handle apparatus safely.</p> <p>Move between mats and small apparatus and change the speed of movement.</p> <p>Learn a variety of basic gym actions.</p> <p>Be still in different body shapes and balances and combine different ways of travelling.</p> <p>Recognise how it feels when the body is tense.</p> <p>Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction.</p>	<p>Develop short sequences on their own.</p> <p>Use imagination to find different ways of using apparatus.</p> <p>Form simple sequences of different actions using floor and apparatus.</p> <p>Have a clear start, middle and end.</p> <p>Have a clear focus when watching others perform.</p> <p>Say when a movement or skill is performed well (aesthetic appreciation).</p> <p>Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.)</p> <p>Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction.</p>	<p>Develop and perform actions.</p> <p>Practice and concentrate on quality of movement.</p> <p>Link different balances moving in and out of positions of stillness.</p> <p>Transfer weight smoothly from one part of body to another.</p> <p>Use actions on floor and over, going through, across and along apparatus</p> <p>Vary and apply actions on floor and apparatus.</p> <p>Copy a partner's sequence on floor and apparatus.</p> <p>Perform easy combinations of contrasting actions.</p> <p>Choose combinations that work in their sequences.</p>	<p>Devise, perform and repeat sequences that include travel, body shapes and balances.</p> <p>Help them change sequences.</p> <p>Include changes of dynamics.</p> <p>Work with a partner.</p> <p>Adapt their sequences to include apparatus and to suit partner or small group.</p> <p>Ask which parts of task they have completed and the ones they still need to practice.</p> <p>Compare and contrast similar performances.</p> <p>Suggest ways to improve the quality of sequence.</p> <p>Say what they do well in a game and what they need help with and what they need to practice.</p>	<p>Explore range of symmetric and asymmetric actions, shapes and balances.</p> <p>Control actions and combine them fluently. Be aware of extension, body tension and control.</p> <p>Move from floor to apparatus, change levels and move safely.</p> <p>Combine movements with other in a group (matching and mirroring).</p> <p>Watch a performance and evaluate its success.</p> <p>Identify what was performed well and what needs improving.</p> <p>Choose a focus for improvement.</p> <p>Identify one or two aspects of their performance to practice and improve.</p>	<p>Make up a sequence and adapt it to different apparatus layouts.</p> <p>Use combinations of dynamics (pathways) to use space effectively.</p> <p>Make up own rule for longer, more complex sequences.</p> <p>Plan a sequence and adapt it to limited equipment.</p> <p>Work as a group and share roles fairly.</p> <p>Investigate different ways of working with a partner or small group.</p> <p>Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions)</p>

Invasion Games

YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Kicking, dribbling and throwing bean bags and large balls.</p> <p>Shows increasing control over an object in pushing, patting or kicking it.</p>	<p>Explore different ways of using a ball.</p> <p>Explain why they enjoy playing games and physical activities.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Participate in team games.</p> <p>Develop simple attacking and defending techniques.</p> <p>Pass and receive a ball in different ways, using different parts of the body, with increased control.</p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</p>	<p>Develop short sequences on their own.</p> <p>Use imagination to find different ways of using apparatus.</p> <p>Form simple sequences of different actions using floor and apparatus.</p> <p>Have a clear start, middle and end.</p> <p>Have a clear focus when watching others perform.</p> <p>Say when a movement or skill is performed well (aesthetic appreciation). Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.)</p> <p>Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction.</p>	<p>Practise passing to a partner using a number of sending and receiving techniques.</p> <p>Improve accuracy of passes and use space to keep possession better.</p> <p>Remain in control of ball while travelling.</p> <p>Use communication skills to help others know where they are going.</p> <p>Look when travelling and what happens after they have passed ball.</p> <p>Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games.</p> <p>Know which passes are best, tactics to keep possession.</p> <p>Find space to receive and support.</p> <p>Know what to think about when team has and hasn't got the ball.</p> <p>Understand patterns of play- if ball is in a certain position where should players be.</p>	<p>Score more regularly without making mistakes.</p> <p>Choose and adapt their techniques to keep possession and give their team chance to shoot.</p> <p>Plan ideas and tactics similar across invasion games.</p> <p>Know what rules are needed to make games fair.</p> <p>Understand simple patterns of play.</p> <p>Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.</p> <p>Know what they need to improve their game and what they need to practice.</p> <p>Play 3vs1 and 4vs1 and how to use the space and help each other.</p>	<p>Choose their favourite ways of running, jumping and throwing.</p> <p>Choose the best equipment for different activities.</p> <p>Know how to plan a run so they pace themselves evenly or unevenly.</p> <p>Plan to cover distances as a team to get the best results possible.</p> <p>Mark a run up for jumping and throwing.</p> <p>Set themselves and others targets in different events. Watch a partner's athletic performance and identify the main strengths.</p> <p>Identify parts of the performance that need to be practiced and refined as well as suggesting improvements.</p> <p>Explain why they or others are playing well in the games.</p>	<p>Understand that when team has ball they are attacking and when they haven't they are defending.</p> <p>Understand different ways of attacking and encourage them to use positions for their team carefully.</p> <p>Understand different ways to attack and defend.</p> <p>Choose right formations and tactics for attack and defence.</p> <p>Know how they support other players in attack and defence.</p>

Athletics & Multi-skills

YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Experiments with different ways of moving.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>	<p>Play running and agility games.</p> <p>Take part in multi-skills festivals designed to develop the fundamental movement skills of balance, co-ordination and agility.</p> <p>Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc.</p> <p>Develop balance, agility and co-ordination.</p> <p>Play a variety of running and avoiding games.</p>	<p>Take part in multi-skills festivals. Designed to develop the fundamental movement skills of balance, co-ordination and agility.</p> <p>Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc.</p> <p>Develop balance, agility and co-ordination.</p> <p>Explore movement techniques with increased control.</p> <p>How to run, throw and jump and perform these with increased control and co-ordination.</p>	<p>Choose skills and equipment to meet the challenges they are set. E.g. by increasing the distance thrown.</p> <p>Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Know how they can make it difficult for opponent (s) to receive a ball.</p> <p>Stand when receiving.</p> <p>Understand attack and defence tactics.</p> <p>Understand rules about the games.</p>	<p>Run for short distances and times, and for longer distances and times.</p> <p>Keep a steady pace. Practise 5 basic jumps e.g. hop, step and jump.</p> <p>Combine basic actions and form simple jump combinations.</p> <p>Throw into a target using slinging, pushing and pulling actions.</p> <p>Describe and evaluate the effectiveness of performance and recognise aspects that need improving.</p>	<p>Choose their favourite ways of running, jumping and throwing.</p> <p>Choose the best equipment for different activities.</p> <p>Know how to plan a run so they pace themselves evenly or unevenly.</p> <p>Plan to cover distances as a team to get the best results possible.</p> <p>Mark a run up for jumping and throwing.</p> <p>Set themselves and others targets in different events. Watch a partner's athletic performance and identify the main strengths.</p> <p>Identify parts of the performance that need to be practiced and refined as well as suggesting improvements.</p> <p>Explain why they or others are playing well in the games.</p>	<p>Develop the consistency of their actions in a number of events.</p> <p>Increase the number of techniques they use.</p> <p>Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes.</p> <p>Throw with greater control, accuracy and efficiency.</p> <p>Perform a range of jumps showing power, control and consistency at both take-off and landing.</p> <p>Understand why exercise is good for fitness, health and wellbeing.</p> <p>Explain why they or others are playing well in the games.</p>

Striking & Fielding

YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Can catch a large ball.</p> <p>Shows increasing control over an object in throwing and catching it.</p>	<p>Focus on throwing and catching.</p> <p>Play games based on net games (like tennis and badminton).</p> <p>Children have an opportunity to play 1 v 1, 1 v 2 and 1 v 3.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and co-ordination.</p>	<p>Choose, use and vary simple tactics.</p> <p>Recognise good quality in performance.</p> <p>Use information to improve their work.</p> <p>Participate in team games.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and co-ordination.</p> <p>Use their skills to play end to end games, games over a barrier and fielding games.</p>	<p>Consolidate and develop the range and consistency of their skills in striking and fielding games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Practise throwing and catching with a variety of different balls and using different types of throwing.</p> <p>Describe what happens to their heart, breathing and temperature during different types of athletic activity.</p> <p>Hit the ball with a racket.</p> <p>Use different shots.</p> <p>Play games using throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p>	<p>Choose and use a range of simple tactics and strategies.</p> <p>Keep, adapt and make rules for striking and fielding games.</p> <p>Recognise good performance and identify the parts of a performance that need improving.</p> <p>Play games using throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p> <p>Understand how they can make it difficult for opponent to receive ball.</p> <p>Understand where to stand when receiving.</p> <p>Talk about how to change the court to make it easier/harder.</p>	<p>Develop the range and consistency of their skills, especially in specific striking and fielding games.</p> <p>Know how to warm up.</p> <p>Understand what to include in a warm up in order to improve performance.</p> <p>Hold and swing racket and where to stand on the court when hitting, catching and receiving.</p> <p>Hit the ball on both sides of the body and above head.</p> <p>Use different types of shots during a game.</p> <p>Improve accuracy.</p> <p>Know what they need to get better at and what to practice.</p> <p>Know how to change court to make easier.</p> <p>Understand practices to help with precision and consistency and speed about the court.</p>	<p>Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding.</p> <p>Evaluate strengths and weaknesses in their own and others' performances and suggest improvements.</p> <p>Devise a scoring system.</p> <p>Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball.</p> <p>Know where to stand when attacking and defending.</p> <p>Know what they need to get better at and what to practice.</p> <p>Understand how to change court to make easier.</p> <p>Understand practices to help with precision and consistency and speed.</p>