PE		Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6

	Key knowledge	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
			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 performance with previous ones and demonstrate improvement to achieve their personal best	

	Key	Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams	Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) Work well as a team in competitive games Apply basic principles of attacking and defending Develop an understanding of fair play (respect team-mates and opponents)	Develop techniques of a variety of skills to maximise team effectiveness Use the skills e.g. of throwing and catching to gain points in competitive games (fielding) Use tactics when attacking or defending Apply rules of fair play to competitive games
Athletics	Key running skills	Run for 1 minute Show differences in running at speed and jogging Use different techniques to meet challenges Describe different ways of running	Run smoothly at different speeds Choose different styles of running of different distances Pace and sustain their effort over longer distances Watch and describe specific aspects of running (e.g. what arms and legs are doing) Recognise and record how the body works in different types of challenges over different distances Carry out stretching and warm-up safely Set realistic targets of times to achieve over a short and longer distance (with guidance)	Sustain pace over longer distance – 2 minutes Perform relay change-overs Identify the main strengths of a performance of self and others Identify parts of the performance that need to be improved Perform a range of warm-up exercises specific to running for short and longer distances Explain how warming up affects performance Explain why athletics can help stamina and strength Set realistic targets for self, of times to achieve over a short and longer distance
	Key jumping	Perform the 5 basic jumps (2-2. 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Perform combinations of the above Show control at take-off and landing Describe different ways of jumping Explain what is successful or how to improve	Perform combinations of jumps e.g. hop, step, jump showing control and consistency Choose different styles of jumping Watch and describe specific aspects of jumping e.g. what arms and legs are doing Set realistic targets when jumping for distance for or height (with guidance)	Demonstrate a range of jumps showing power and control and consistency at both take-off and landing Set realistic targets for self, when jumping for distance or height
	Key throwing skills	Throw into targets Perform a range of throwing actions e.g. rolling, underarm, overarm Describe different ways of throwing Explain what is successful or how to improve	Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) Throw with greater control Consistently hit a target with a range of implements Watch and describe specific aspects of throwing (e.g. what arms and legs are doing) Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)	Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus Organise small groups to SAFELY take turns when throwing and retrieving implements Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others

Dance	Key composition skills	Copy some moves Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression Use own ideas to sequence dance Sequence and remember a short dance	Create dance phrases/dances to communicate an idea Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction and levels Relationships (WHO); whole group/duo/solo, unison/canon Dynamics (HOW); explore speed, energy Choreographic devices; motif, motif development and repetition Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end Link phrases to music	Create longer, challenging dance phrases/dances Select appropriate movement material to express ideas/thoughts/feelings Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction, level, pathways Relationships (WHO); solo/duo/trio, unison/canon/contrast Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden) Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse) Link phrases to music
	Key performance skills	Move spontaneously showing some control and co-ordination Move with confidence when walking, hopping, jumping, landing Move with rhythm in the above actions Demonstrate good balance Move in time with music Co-ordinate arm and leg actions (e.g. march and clap) Interact with a partner (e.g. holding hands, swapping places, meeting and parting)	Perform dance to an audience showing confidence Show co-ordination, control and strength (Technical Skills) Show focus, projection and musicality (Expressive Skills) Demonstrate different dance actions – travel, turn, gesture, jump and stillness Demonstrate dynamic qualities – speed, energy and continuity Demonstrate use of space – levels, directions, pathways and body shape Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting	Perform dance to an audience showing confidence and clarity of actions Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) Show focus, projection, sense of style and musicality (Expressive Skills) Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness Demonstrate dynamic qualities – speed, energy, continuity, rhythm Demonstrate use of space – levels, directions, pathways, size and body shape Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact
	Key evaluation	Respond to own work and that of others when exploring ideas, feelings and preferences Recognise the changes in the body when dancing and how this can contribute to keeping healthy	Show an awareness of different dance styles and traditions Understand and use simple dance vocabulary Understand why safety is important in the studio Compare and comment on their own and other's work -strengths and areas for improvement	Show an awareness of different dance styles, traditions and aspects of their historical/social context Understand and use dance vocabulary Understand why safety is important in the studio Compare and evaluate their own and others' work
	Key sequencing	Perform gymnastic sequence with a balance, a travelling action, a jump and a roll Teach sequence to a partner and perform together	Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish	Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling

Key balance skills	Stand and sit "like a gymnast" Explore the 5 basic shapes: straight/tucked/star/straddle/pike Balance in these shapes on large body parts: back, front, side, bottom Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes	Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand Balance on floor and apparatus exploring which body parts are the safest to use Explore balancing with a partner: facing, beside, behind and on different levels Move in and out of balance fluently	Perform balances with control, showing good body tension Mirror and match partner's balance i.e. making same shape on a different level or in a different place Explore symmetrical and asymmetrical balances on own and with a partner Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from) Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control Begin to take more weight on hands when progressing bunny hop into hand stand
Key Travel skills	Begin to travel on hands and feet (hands flat on floor and fully extend arms) Monkey walk (bent legs and extended arms) Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position) Bunny hop (transfer weight to hands)	Use a variety of rolling actions to travel on the floor and along apparatus Travel with a partner; move away from and together on the floor and on apparatus Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus	Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor Increase the variety of pathways, levels and speeds at which you travel Travel in time with a partner, move away from and back to a partner
Key Jump	Explore shape in the air when jumping and landing with control (e.g. star shape)	Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing) Add a quarter or half turn into a jump before landing Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action	Make symmetrical and asymmetrical shapes in the air Jump along, over and off apparatus of varying height with control in the air and on landing
Key roll skills	Continue to develop control in different rolls Pencil roll – from back to front keeping body and limbs in straight shape Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position	Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner. Combine the phases of earlier rolling actions to perform the full forward roll Begin the backward roll	Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet Explore symmetry and asymmetry throughout the rolling actions
	Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom *Use simple maps and diagrams to follow a trail*	*Orientate simple maps and plans* *Mark control points in correct position on map or plan* *Find way back to a base point*	*Draw maps and plans and set trails for others to follow* *Use the eight points of the compass to orientate* *Plan an orienteering challenge*

Key Communication	Begin to work co-operatively with others Plan and share ideas	Co-operate and share roles within a group Listen to each other's ideas when planning a task and adapt Take responsibility for a role within the group Recognise that some outdoor adventurous activities can be dangerous Follow rules to keep self and others safe	Plan and share roles within the group based on each other's strengths Understand individuals' roles and responsibilities Adapt roles or ideas if they are not working Recognise and talk about the dangers of tasks Recognise how to keep themselves and others safe	
Key problem solving skills	Discuss how to follow trails and solve problems Select appropriate equipment for the task	Select appropriate equipment/route/people to solve a problem successfully Choose effective strategies and change ideas if not working	Plan strategies to solve problems/plan routes/follow, trails/build shelters etc. Implement and refine strategies	
Key	All schools must provide swimming instruction in either KS1 or KS2 . In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) perform safe self-rescue in different water-based situations			