

Physical Education

	Plan Sportspeople can plan activities, games and sports.	Perform Sportspeople participate in a variety of physical activities, games and sports with skill.	Participate Sportspeople work effectively in a team.	Evaluate Sportspeople evaluate both their own and others' performance	Vocabulary Sportspeople use appropriate subject-specific vocabulary.
	Plan	Perform	Participate	Evaluate.	Vocabulary
N	<ul style="list-style-type: none"> →To observe the effects of activity on their bodies. →To understand that equipment and tools have to be used safely. →To develop preferences for forms of expression. 	<ul style="list-style-type: none"> →To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. →To mount stairs, steps or climbing equipment using alternate feet. →To walk downstairs, two feet to each step, while carrying a small object. →To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. →To stand momentarily on one foot when shown. →To catch a large ball. →To draw lines and circles using gross motor movements. →To enjoy joining in with dancing and ring games. →To begin to move rhythmically. →To imitate movement in response to music. →To tap out simple repeated rhythms. →To use movement to express feelings. →To create movement in response to music. →To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. 			
Rec	<ul style="list-style-type: none"> →To show understanding of the need for safety when tackling new challenges and consider and manage some risks. →To show understanding of how to transport and store equipment safely. →To practice some appropriate safety measures without direct supervision →To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. 	<ul style="list-style-type: none"> →To experiment with different ways of moving. →To jump off an object and land appropriately. →To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. →To travel with confidence and skill around, under, over and through balancing and climbing equipment. →To show increasing control over an object in pushing, patting, throwing, catching or kicking it. →To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. →To show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. →To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 			
Year 1	<ul style="list-style-type: none"> →Follow a simple route around the school grounds or a given outdoor space. 	<ul style="list-style-type: none"> →Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles. →Pat, throw, kick stop and sometimes catch a ball. →Create simple movement patterns, showing awareness of rhythm. →Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction. →Show control and co-ordination when moving or standing still. →Perform basic sequences, using space safely and recognising simple technical words. 	<ul style="list-style-type: none"> →Accurately shadow a partner's movements. →Perform simple movement or dance work, sometimes with a partner. 	<ul style="list-style-type: none"> →Identify a simple goal in PE. 	<ul style="list-style-type: none"> →Roll, travel, balance Stillness Direction Space →Striking Catching Own space Team Speed Direction →Forwards Backwards Sideways Roll Slow Body parts
Year 2	<ul style="list-style-type: none"> →Use a range of simple tactics to aid attacking/defending. 	<ul style="list-style-type: none"> →Stop or catch a projectile, such as a bean bag or ball, and hit with a bat or racket. →Perform movements to express ideas, emotions or feelings and repeat dance phrases. →Run a short distance with co-ordination and speed. Throw a projectile overarm. Jump from one foot, landing on the opposite or both feet. →Balance and move over, under and through apparatus, creating a variety of shapes with the body and distinguishing a well-performed move. →Move over, under and through spaces and obstacles outdoors. 	<ul style="list-style-type: none"> →Pass a ball, bean bag or tag in a team game, working collaboratively. →Perform a simple dance or movement sequence to a small group, expressing ideas, emotions or feelings. 	<ul style="list-style-type: none"> →Identify a simple goal in PE and talk about how they could achieve it. 	<ul style="list-style-type: none"> →Body parts Levels Speed Roll, travel, balance Stillness Direction Space →Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring →Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow
Year 3	<ul style="list-style-type: none"> →Create their own games, adapting rules and displaying knowledge of warm up and cool downs. →Choose tactics/a suitable strategy to cause problems for opposition. →Compare, develop and adapt movements and motifs to create movement patterns. 	<ul style="list-style-type: none"> →Keep control of ball-based equipment (e.g. a hockey stick). →Demonstrate a range of throwing techniques, using accuracy and power and perform a range of jumps, sometimes with run ups. →Vary height and speed in a sequence of gymnastic movements. →Create/perform a sequence of movements, showing good balance/body tone. 	<ul style="list-style-type: none"> →Work effectively as part of a team while keeping control of ball-based equipment. →Work effectively as part of a team to safely navigate to familiar places, solving problems and evaluating their performance. 	<ul style="list-style-type: none"> →Recognise their strengths in PE, identifying areas for improvement. 	<ul style="list-style-type: none"> →Space Repetition →Keep possession Scoring goals Keeping score Making space Pass/send/receive Travel with a ball Make use of space →Stretch push pull step spring crawl still slowly tall long forwards
Year 4	<ul style="list-style-type: none"> →Work effectively, as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition. 	<ul style="list-style-type: none"> →Throw, catch, strike and field a ball with control and accuracy. →Improvise and move with precision, control and fluency in response to a range of stimuli. →Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting. →Combine movements, actions and balances, individually or collaboratively, to create a fluid routine. →Create/perform fluently a sequence of movements, showing good balance/body tone and practise to improve. →Swim competently, confidently and proficiently over a distance of at least 25 metres. →Use a range of strokes effectively. →Perform safe self-rescue in different water based situations. 	<ul style="list-style-type: none"> →Follow rules to play more challenging team games, such as rounders, hockey, non-stop cricket and team-tag. →Work effectively, as part of a team, to utilise tactics. →Work collaboratively to create a fluid routine. 	<ul style="list-style-type: none"> →Respond positively to increased challenges and other team members, showing the ability to listen to feedback. →Use constructive feedback to make improvements to their performance. 	<ul style="list-style-type: none"> →Space Repetition Action and reaction Pattern →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 →Stretch push pull step spring crawl still slowly tall long forwards high low roll copy jump land balance
Year 5	<ul style="list-style-type: none"> →Explain, evaluate, and develop ideas and plans for a game that includes a scoring system. →Explain how power and stamina is developed and how this improves performance. 	<ul style="list-style-type: none"> →Use different techniques and skills to pass, dribble, travel and shoot in ball games. →Mark an opposing player or players, preventing them from gaining possession. →Vary dynamics of a movement or dance, developing actions in time to music. →Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength. →Use the whole body across different levels/spaces, to a range of audiences. →Develop flexibility, strength, technique, control and balance 	<ul style="list-style-type: none"> →Vary dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group. →Perform individually or with a partner/as part of a group with increasing confidence and accuracy. →take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> →Plan routes and orientate maps, responding positively to increasing challenges, listening to feedback and evaluating their role. →Compare performances with previous ones. 	<ul style="list-style-type: none"> →Dance style Technique Pattern Rhythm Variation →Keeping possession Passing Dribbling Shooting Support Marking Attackers/defenders Marking →Muscles Joints Symmetrical/asymmetrical Rotation Turn Shape
Year 6	<ul style="list-style-type: none"> →Use and adapt tactics, choosing the most effective one for different situations. 	<ul style="list-style-type: none"> →Select and perform combinations of sending and striking skills with confidence, accuracy and consistency. 	<ul style="list-style-type: none"> →Suggest ways to improve their performance when running, jumping or throwing. →Lead groups on problem solving. 	<ul style="list-style-type: none"> →Suggest ways to improve their performance when running, jumping or throwing. →Analyse their own effectiveness as a team leader. 	<ul style="list-style-type: none"> →Dance style Technique Pattern Rhythm Variation Unison Canon Action Reaction Keeping possession

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	<p>→Apply tactical knowledge effectively in attacking and defending situations.</p>	<p>→Move in time to music, creating movements that express the meaning and mood of the piece. →Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing. →Combine and perform gymnastic actions, using the whole body, adapting movements and balances to a routine so that they fit into a sequence. →Perform sequences on multiple levels to an audience with control and grace, using available space expressively.</p>		<p>→Explain how they need to improve their own performance in order to achieve their personal best.</p>	<p>→Passing Dribbling Shooting Support Marking Attackers/defenders Marking Team play Batting Fielding Bowler Defending Hitting →Muscles Joints Symmetrical/asymmetrical Rotation Turn Shape Landing Take-off Flight Performance/evaluation</p>
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