



## Physical Education

## Early Years and Key Stage 1

	EYFS: Nursery	EYFS: Reception	Year 1	Year 2	End of Key Stage Expectations
Health and Fitness	<ul style="list-style-type: none"> <li>I can describe how my body after an activity.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how my body feels before, during and after an activity.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how my body feels before, during and after an activity.</li> <li>I can show how to exercise safely.</li> </ul> <b>Gymnastics</b>	<ul style="list-style-type: none"> <li>I can show how to exercise safely.</li> <li>I can describe how my body feels during different activities.</li> <li>I can explain what my body needs to keep healthy.</li> </ul> <b>Gymnastics</b>	
Acquiring and Developing Skills	<ul style="list-style-type: none"> <li>I can copy actions.</li> </ul>	<ul style="list-style-type: none"> <li>I can copy actions. I can repeat actions and skills.</li> </ul>	<ul style="list-style-type: none"> <li>I can move with control and care.</li> <li>I can copy and remember actions.</li> </ul> <b>Gymnastics</b>	<ul style="list-style-type: none"> <li>I can copy and remember actions.</li> <li>I can repeat and explore actions with control and coordination.</li> </ul> <b>Gymnastics</b>	<b>Pupils should be taught to</b> master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
Evaluating and Improving	<ul style="list-style-type: none"> <li>I can talk about what I have done.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about what I have done.</li> <li>I can describe what other people did.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe what other people did.</li> <li>I can say how I could improve.</li> </ul> <b>Dance</b>	<ul style="list-style-type: none"> <li>I can talk about what is different between what I did and what someone else did.</li> <li>I can say how I could improve.</li> </ul> <b>Dance</b>	
Dance	<ul style="list-style-type: none"> <li>I can imitate movement in response to music.</li> <li>I can move rhythmically</li> <li>I can use movement to express feelings.</li> <li>I can create movement in response to music.</li> </ul>	<ul style="list-style-type: none"> <li>I can move to music. I can copy dance moves.</li> <li>I can perform some dance moves.</li> <li>I can move around the space safely.</li> </ul>	<ul style="list-style-type: none"> <li>I can copy dance moves.</li> <li>I can make up a short dance.</li> <li>I can dance imaginatively.</li> <li>I can change rhythm, speed, level and direction.</li> </ul> <b>Dance</b>	<ul style="list-style-type: none"> <li>I can change rhythm, speed, level and direction.</li> <li>I can dance with control and co-ordination.</li> <li>I can make a sequence by linking sections together.</li> <li>I can link some movement to show a mood or feeling.</li> </ul> <b>Dance</b>	<b>Pupils should be taught to</b> perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills <ul style="list-style-type: none"> <li>change rhythm, speed, level and direction of their movements</li> <li>create and perform dances using simple movement patterns, including those from different times and cultures</li> <li>express and communicate ideas and feelings</li> </ul>
Games	<ul style="list-style-type: none"> <li>I can run skilfully</li> <li>I can negotiate space successfully,</li> <li>I can adjust speed or direction to avoid obstacles.</li> <li>I can catch a large ball.</li> <li>I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> </ul>	<ul style="list-style-type: none"> <li>I can throw underarm.</li> <li>I can roll a piece of equipment. I can move and stop safely.</li> <li>I can catch with both hands.</li> <li>I can kick in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>I can steer, control and balance a ball using a bat.</li> <li>I can hit a ball with a bat.</li> <li>I can catch and throw with one hand.</li> <li>I can throw in different ways.</li> <li>I can use hitting, kicking, bouncing and/or rolling in a game.</li> <li>I can follow rules.</li> </ul> <b>Games</b>	<ul style="list-style-type: none"> <li>I can stay in a 'zone' during a game.</li> <li>I can control a ball by dribbling, kicking and/or hitting it in different ways.</li> <li>I can throw and receive a ball with basic control and coordination.</li> <li>I can decide where the best place to be is during a game.</li> <li>I can use one tactic in a game.</li> <li>I can follow rules.</li> </ul> <b>Games</b>	<b>Pupils should be taught to</b> participate in team games, developing simple tactics for attacking and defending
Gymnastics	<ul style="list-style-type: none"> <li>I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>I can move freely and with pleasure and confidence in a range of ways,</li> </ul>	<ul style="list-style-type: none"> <li>I can make my body tense, relaxed, curled and stretched.</li> <li>I can copy sequences and repeat them.</li> <li>I can roll in different ways.</li> <li>I can travel in different ways.</li> <li>I can balance in different ways.</li> <li>I can stretch in different ways.</li> <li>I can curl in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>I can make my body tense, relaxed, curled and stretched.</li> <li>I can control my body when travelling.</li> <li>I can control my body when balancing.</li> <li>I can climb safely.</li> <li>I can plan and show a sequence of movements.</li> </ul> <b>Gymnastics</b>	<ul style="list-style-type: none"> <li>I can use contrast in my sequences.</li> <li>My movements are controlled.</li> <li>I can think of more than one way to create a sequence which follows a set of 'rules'.</li> <li>I can work on my own and with a partner to create a sequence.</li> </ul> <b>Gymnastics</b>	



## Physical Education

## Key Stage 2

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
<b>Health and Fitness</b>	<ul style="list-style-type: none"> <li>I can explain why it is important to warm-up and cool-down.</li> </ul> <b>Gymnastics</b>	<ul style="list-style-type: none"> <li>I can explain why warming up is important.</li> <li>I can explain why keeping fit is good for my health.</li> <li>I can explain what effect exercise has on my body.</li> </ul> <b>Gymnastics</b>	<ul style="list-style-type: none"> <li>I can explain some important safety principles when preparing for exercise.</li> <li>I can explain why exercise is important.</li> <li>I can choose appropriate warm ups and cool downs.</li> </ul> <b>Gymnastics</b>	<ul style="list-style-type: none"> <li>I can explain how the body reacts to different kinds of exercise.</li> <li>I can explain why we need regular and safe exercise.</li> </ul> <b>Gymnastics</b>	
<b>Acquiring and Developing Skills</b>	<ul style="list-style-type: none"> <li>I can select and use the most appropriate skills, actions or ideas.</li> <li>I can move and use actions with co-ordination and control.</li> </ul> <b>Invasion Games</b>	<ul style="list-style-type: none"> <li>I can select and use the most appropriate skills, actions or ideas.</li> <li>I can make up my own small-sided game?</li> <li>I can show good control in my movements.</li> </ul> <b>Invasion Games</b>	<ul style="list-style-type: none"> <li>I can link skills, techniques and ideas and apply them accurately and appropriately.</li> <li>I can show good control in my movements.</li> </ul> <b>Invasion Games</b>	<ul style="list-style-type: none"> <li>I can apply my skills, techniques and ideas consistently.</li> <li>I can show precision, control and fluency.</li> </ul> <b>Invasion Games</b>	<b>Pupils should be taught to</b> use running, jumping, catching and throwing in isolation and in combination.
<b>Evaluating and Improving</b>	<ul style="list-style-type: none"> <li>I can recognise how performances could be improved.</li> </ul> <b>Dance</b>	<ul style="list-style-type: none"> <li>I can explain how my work is similar and different from that of others.</li> <li>I can use my observations to improve my work.</li> </ul> <b>Dance</b>	<ul style="list-style-type: none"> <li>I can compare and comment on skills, techniques and ideas that I and others have used.</li> <li>I can modify use of skills or techniques to improve my work.</li> </ul> <b>Dance</b>	<ul style="list-style-type: none"> <li>I can analyse and explain why I have used specific skills or techniques.</li> <li>I can create my own success criteria for evaluating.</li> </ul> <b>Dance</b>	<b>Pupils should be taught to</b> compare their performances with previous ones to achieve their personal best.
<b>Dance</b>	<ul style="list-style-type: none"> <li>I can improvise freely, translating ideas from a stimulus into movement.</li> <li>I can share and create phrases with a partner and in small groups.</li> <li>I can repeat, remember and perform actions in a dance.</li> </ul> <b>Dance</b>	<ul style="list-style-type: none"> <li>I can work on my movements and refine them.</li> <li>I can compose my own dances in a creative and imaginative way.</li> <li>My movements are controlled.</li> </ul> <b>Dance</b>	<ul style="list-style-type: none"> <li>I can perform to an accompaniment, expressively and sensitively.</li> <li>My movements are controlled.</li> <li>My dance shows clarity, fluency, accuracy and consistency.</li> </ul> <b>Dance</b>	<ul style="list-style-type: none"> <li>I can develop imaginative dances in a specific style.</li> <li>I can choose my own music, style and dance.</li> <li>I can use a range of movement patterns, including those from different times, places and cultures</li> </ul> <b>Dance</b>	<b>Pupils should be taught to</b> create dances using a range of movement patterns, including those from different times, place and cultures •Respond to a range of stimuli and accompaniment •Through dance, develop flexibility, strength, technique, control and balance •Perform dances using a range of movement patterns
<b>Games</b>	<ul style="list-style-type: none"> <li>I can throw and catch with control when under limited pressure.</li> <li>I can develop my dribbling skills with a stick and a ball.</li> <li>I know and use rules fairly to keep games going.</li> <li>I can keep possession with some success when using equipment that is not used for throwing and catching skills.</li> </ul> <b>Games</b>	<ul style="list-style-type: none"> <li>I can hit /throw a ball accurately and with control.</li> <li>I can keep possession of the ball.</li> <li>I can vary tactics and adapt skills according to what is happening.</li> <li>I can choose the best tactics for attacking and defending.</li> </ul> <b>Games</b>	<ul style="list-style-type: none"> <li>I can gain possession by working as a team.</li> <li>I can pass in different ways. I can use forehand and backhand with a racquet.</li> <li>I can field.</li> <li>I can use a number of techniques to pass, dribble and shoot.</li> <li>I can bat a ball with accuracy.</li> <li>I can bowl a ball with aim.</li> </ul> <b>Games</b>	<ul style="list-style-type: none"> <li>I can explain complicated rules.</li> <li>I can make a team plan and communicate it to others.</li> <li>I can lead others in a game situation.</li> <li>I can use a variety of passes to aim, throw and shot a ball with accuracy.</li> </ul> <b>Games</b>	<b>Pupils should be taught to</b> play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>I can demonstrate different ways of travelling fluently and show different speeds and levels</li> </ul>	<ul style="list-style-type: none"> <li>I can include change of speed.</li> <li>I can include change of direction.</li> <li>I can include a range of shapes.</li> <li>I can follow a set of 'rules' to produce a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>I can make complex or extended sequences.</li> <li>I can perform consistently to different audiences.</li> </ul>	<ul style="list-style-type: none"> <li>I can combine my own work with that of others.</li> <li>I can link my sequences to specific timings.</li> </ul>	<b>Pupils should be taught to</b> develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.



	<ul style="list-style-type: none"> <li>I can use a greater number of my own ideas for movement in response to a task.</li> <li>I can compare and contrast gymnastic sequences, commenting on similarities and differences.</li> <li>I can select and perform actions for flexible and direct pathways and create sequences.</li> </ul> <b>Gymnastics</b>	<ul style="list-style-type: none"> <li>I can combine action, balance and shape.</li> <li>I can rotate and roll on different body parts.</li> </ul> <b>Gymnastics</b>	<ul style="list-style-type: none"> <li>My movements are accurate, clear and consistent.</li> <li>I can use a range of travelling and jumping movements initiated pushing and pulling on the floor or apparatus.</li> </ul> <b>Gymnastics</b>	<ul style="list-style-type: none"> <li>I can demonstrate contrasting, matching and mirroring balances and movements.</li> </ul> <b>Gymnastics</b>	
<b>Athletics</b>	<ul style="list-style-type: none"> <li>I can run at fast, medium and slow speeds, changing speed and direction.</li> <li>I can make up and repeat a short sequence of linked jumps.</li> <li>I can take part in a relay activity, remembering when to run and what to do.</li> </ul> <b>Athletics</b>	<ul style="list-style-type: none"> <li>I can demonstrate the difference between sprinting and running.</li> <li>I can sprint over a short distance.</li> <li>I can throw in different ways.</li> <li>I can hit a target.</li> <li>I can jump in different ways.</li> <li>I can combine running and jumping.</li> <li>I understand the basic principles of relay take over.</li> </ul> <b>Athletics</b>	<ul style="list-style-type: none"> <li>I am controlled when taking off and landing in a jump.</li> <li>I can throw with accuracy.</li> <li>I can follow specific rules.</li> <li>I can sustain pace over longer distances and run more rhythmically.</li> <li>I can develop my estimation of duration, distance and speed.</li> <li>I can demonstrate consistent technique in various events.</li> </ul> <b>Athletics</b>	<ul style="list-style-type: none"> <li>I can demonstrate stamina.</li> <li>I can sustain my pace over longer distances.</li> <li>I can perform a range of jumps showing power, control and consistency.</li> <li>I understand the basic principles of relay take over and can confidently take part in relays.</li> </ul> <b>Athletics</b>	
<b>Outdoor/Adventure</b>	<ul style="list-style-type: none"> <li>I can follow a map in a familiar context.</li> <li>I can move from one location to another following a map.</li> <li>I can use clues to follow a route.</li> <li>I can follow a route safely.</li> </ul> <b>Multi Skills</b>	<ul style="list-style-type: none"> <li>I can follow a map in a more demanding familiar context.</li> <li>I can move from one location to another following a map.</li> <li>I can use clues to follow a route.</li> <li>I can follow a route accurately, safely and within a time limit.</li> </ul> <b>Multi Skills</b>	<ul style="list-style-type: none"> <li>I can follow a map in an unknown location.</li> <li>I can use clues and compass directions to navigate a route.</li> <li>I can change my route if there is a problem.</li> <li>I can change my plan if I get new information.</li> </ul> <b>Multi Skills</b>	<ul style="list-style-type: none"> <li>I can plan a route and series of clues for someone else.</li> <li>I can plan with others taking account of safety and danger.</li> </ul> <b>Sayers Croft</b>	<b>Pupils should be taught to</b> take part in outdoor and adventurous activity challenges both individually and within a team.
<b>Swimming and Water safety</b>	<b>Lower attainers</b> <ul style="list-style-type: none"> <li>I can swim between 25 and 50metres unaided.</li> <li>I can keep swimming for 30 to 45 seconds, using swimming aids and support</li> <li>I can use a variety of basic arm and leg actions when on my front and on my back.</li> <li>I can swim on the surface and lower myself under water.</li> <li>I can take part in group problem-solving activities on personal survival.</li> <li>I can recognise how my body reacts and feels when swimming.</li> <li>I can recognise and concentrate on what I need to improve.</li> </ul>	<b>Mid attainers</b> <ul style="list-style-type: none"> <li>I can swim between 50 and 100 metres and keep swimming for 45 to 90 seconds?</li> <li>I can use 3 different strokes, swimming on my front and back.</li> <li>I can control my breathing.</li> <li>I can swim confidently and fluently on the surface and under water.</li> <li>I can work well in groups to solve specific problems and challenges, sharing out the work fairly.</li> <li>I can recognise how swimming affects my body, and pace my efforts to meet different challenges.</li> <li>I can suggest activities and practices to help improve my own performance.</li> </ul>	<b>Higher attainers</b> <ul style="list-style-type: none"> <li>I can swim further than 100 metres</li> <li>I can swim fluently and confidently for over 90 seconds.</li> <li>I can use all 3 strokes with control.</li> <li>I can swim short distances using butterfly.</li> <li>I can breathe so that the pattern of my swimming is not interrupted.</li> <li>I can perform a wide range of personal survival techniques confidently.</li> <li>I know what the different tasks demand of my body and pace my efforts well to meet challenges.</li> <li>I can describe good swimming technique and show and explain it to others.</li> </ul>	<b>All schools must provide</b> swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to: <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively such as front crawl, backstroke and breaststroke</li> <li>perform safe self-rescue in different water-based situations.</li> </ul>	