



National Curriculum Outcome

EYFS Outcomes

- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. (PSED)
- Explain the reasons for rules, know right from wrong and try to behave accordingly. (PSED)
- Manage their own basic hygiene and personal needs, including dressing.
- Work and play cooperatively and take turns with others. (PSED)
- Negotiate space and obstacles safely, with consideration for themselves and others. (PD)
- Demonstrate strength, balance and coordination when playing. (PD)
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (PD)
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (EAD)

KS 1 NC Outcomes

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 coordination, 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

KS 2 Outcomes

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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:



							<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.
Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding of Fitness and Health	<p>Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty).</p> <p>An understanding of the need for PE uniform (changing, safety).</p> <p>Awareness of how exercise is important for a healthy lifestyle and mind.</p>	<p>Describe how my body feels before, during and after an activity.</p> <p>Show how to exercise safely.</p> <p>Begin to explain what my body needs to stay healthy.</p>	<p>Show how to exercise safely.</p> <p>Describe how my body feels during different activities.</p> <p>Can explain what my body needs to stay healthy.</p>	<p>Can explain why it is important to warm up and cool down.</p> <p>Can begin to explain why my body feels different at different points of exercise.</p>	<p>Can begin to suggest how to warm up and cool down and why this is important.</p> <p>Explains why keeping fit is good for my health.</p> <p>Explains what effect exercise has on my body.</p>	<p>Explains some important safety principles when preparing for exercise.</p> <p>Explains why exercise is important.</p> <p>Chooses appropriate warm ups and cool downs.</p>	<p>Explains how the body reacts to different exercises.</p> <p>Explains why we need regular and safe exercise.</p> <p>Creates their own warm up and cool down routines</p>



Dance	<p>Moves to music.</p> <p>Can copy simple dance moves.</p> <p>Moves around the space safely & negotiates space safely.</p>	<p>Can dance imaginatively.</p> <p>Can use the available space imaginatively and safely.</p> <p>Can dance to a rhythm.</p>	<p>Changes rhythm, speed, level and direction.</p> <p>Dances with increased control and co-ordination.</p> <p>Begins to make a sequence by linking sections together. Show a mood or feeling in their dance.</p> <p>Begins to make up a short dance.</p>	<p>Improvises freely, translating ideas from a stimulus into movement.</p> <p>Shares and creates phrases with a partner and in small groups.</p> <p>Repeat, remember and perform these phrases in a dance.</p> <p>Uses dance to communicate an idea.</p>	<p>Work on my movements and refine them.</p> <p>Compose my own dances in a creative and imaginative way.</p> <p>My movements are controlled.</p> <p>Make sure my dance moves are clear and fluent.</p>	<p>Performs to an accompaniment, expressively and sensitively.</p> <p>My movements are controlled.</p> <p>My dance shows clarity, fluency, accuracy and consistency.</p>	<p>Develops imaginative dances in a specific style.</p> <p>Choose my own music, style and dance.</p>
Gymnastics	<p>Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel.</p> <p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Stand on one foot to hold a balance.</p>	<p>Can make my body tense, relaxed, curled and stretched.</p> <p>Can copy sequences and repeat them.</p> <p>Can roll in different ways</p> <p>Travels in different ways.</p> <p>Can balance in different ways.</p> <p>Can stretch in different ways.</p> <p>Can curl in different ways.</p> <p>Can climb safely and get down safely.</p>	<p>Use contrast in my sequences.</p> <p>My movements are controlled.</p> <p>Thinks of more than one way to create a sequence which follows a set of 'rules'.</p> <p>Can work on my own and with a partner to create a sequence.</p> <p>Can plan and show a sequence of moves.</p> <p>Can improve my sequence.</p>	<p>Uses a greater number of my own ideas for movement in response to a task.</p> <p>Explains how strength and suppleness affect performances.</p> <p>Compares and contrasts gymnastic sequences, commenting on similarities and differences.</p> <p>Works in a controlled way.</p> <p>Adapts sequences to suit different apparatus.</p>	<p>Can include change of speed.</p> <p>Can include change of direction.</p> <p>Can include a range of shapes.</p> <p>Can follow a set of 'rules' to produce a sequence.</p> <p>Can combine action, balance and shape.</p> <p>Can work with a partner to create, repeat and improve a sequence with at least three phases.</p>	<p>Makes complex or extended sequences.</p> <p>Performs consistently to different audiences.</p> <p>Movements are accurate, clear and consistent.</p>	<p>Combines own work with that of others.</p> <p>Links sequences to specific timings.</p>



<p>Net and Wall Games</p>	<p>To be able to move and stop confidently, negotiating the space around them effectively.</p> <p>Show good control over their bodies when exploring different skills.</p> <p>Start showing an ability to use their dominate hand to work with a partner in different activities.</p> <p>Explore and use skills effectively for particular games:</p> <ul style="list-style-type: none"> ● Roll a ball or hoop or quoit ● Throw a ball underarm ● use bats and balls 	<p>To be confident and keep themselves safe in the space in which an activity/game is being played.</p> <p>Show ability to work with a partner in throwing and catching games.</p> <p>Hit a ball with control using an appropriate object eg larger ball, larger racket</p>	<p>Improve the way they coordinate and control their bodies in various activities.</p> <p>Hit a ball with control using an appropriate object eg progressing to smaller ball and racket.</p> <p>Catch and control a ball in movement working with a partner or in a small group.</p> <p>Take part in games where there is an opposition.</p> <p>Decide where to stand during a team game, to support the game.</p> <p>Develop basic tactics in simple team games and use them appropriately.</p> <p>Begin to work together in a simple team game.</p>	<p>Return a ball to partner with some accuracy</p> <p>Use basic racket skills.</p> <p>Play a range of basic shots.</p> <p>Move quickly around the court using a variety of movement patterns.</p>	<p>To play a continuous games.</p> <p>Use a range of basic racket skills and variety of shots in different areas of the court.</p> <p>Demonstrate good footwork on the court.</p> <p>Return to the ready position to defend my own court.</p>	<p>Develop a wider range of skills and begin to use these under some pressure.</p> <p>Select and apply preferred skills with increasing consistency.</p> <p>Understand the need for tactics and make decisions about when best to use them.</p> <p>Play cooperatively with a partner.</p> <p>Demonstrate good footwork to cover a court space in a game situation</p>	<p>Use a wider range of game situations.</p> <p>Play cooperatively with a partner / in a team.</p> <p>Demonstrate good decision making when making shots within a game.</p> <p>Identify and use a variety of tactics.</p>



			<p>To develop hand eye co-ordination to be able to receive and send balls using equipment if appropriate</p>				
<p>Striking and Fielding</p>		<p>To be confident and keep themselves safe in the space in which an activity/game is being played.</p> <p>Show ability to work with a partner in throwing and catching games.</p> <p>Choose and use skills effectively for particular games: -</p> <ul style="list-style-type: none"> • Throw a ball accurately underarm to a target using increasing control. • Show increasing control when rolling an object, using a technique. • Hit a ball with control using an appropriate object. • Explore throwing and catching in different ways 	<p>Improve the way they coordinate and control their bodies in various activities.</p> <p>Catch and control a ball in movement working with a partner or in a small group.</p> <p>Take part in games where there is an opposition.</p> <p>Decide where to stand during a team game, to support the game.</p> <p>Begin to work together in a simple team game.</p> <p>To be able to hit a ball using a piece of equipment.</p>	<p>Use overarm and underarm throwing, and catching skills.</p> <p>Begin to strike a bowled ball after a bounce.</p> <p>Bowl a ball towards a target.</p> <p>Begin to develop an understanding of tactics and begin to use them in game situations.</p>	<p>Use overarm and underarm throwing, and catching skills with increasing accuracy.</p> <p>Strike a bowled ball after a bounce.</p> <p>Bowl a ball with some accuracy, and consistency.</p> <p>Choose and use simple tactics for different situations.</p>	<p>To sometimes strike a bowled ball.</p> <p>Begin to develop a wider range of skills and use these under some pressure.</p> <p>Use tactics effectively in a competitive situation.</p>	<p>Strike a bowled ball with increasing consistency.</p> <p>Use some tactics in the game as a batter, bowler and fielder.</p> <p>Select the appropriate action for the situation.</p>



<p>Invasion Games</p>		<p>To be confident and keep themselves safe in the space in which an activity/game is being played.</p> <p>Show ability to work with a partner in throwing and catching games.</p> <p>Choose and use skills effectively for particular games: -</p> <ul style="list-style-type: none"> • Throw a ball accurately to a target using increasing control. • Explore throwing and catching in different ways. • Explore kicking in different ways with increasing control. 	<p>Improve the way they coordinate and control their bodies in various activities.</p> <p>Catch and control a ball in movement working with a partner or in a small group.</p> <p>Take part in games where there is an opposition.</p> <p>Decide where to stand during a team game, to support the game.</p> <p>Begin to work together in a simple team game.</p> <p>Be able to pass and stop a ball to a team mate accurately.</p> <p>Understand how to intercept a moving ball.</p> <p>Understand role of attacker and defender</p>	<p>Move with a ball towards goals with increasing control.</p> <p>Understand their role as an attacker and as a defender</p> <p>Move into space to help support a team.</p> <p>Defend an opponent and try to win the ball.</p>	<p>Pass, receive and shoot the ball with increasing control.</p> <p>Work as part of a team to keep possession and score goals when attacking.</p> <p>Defend one on one and know when and how to win the ball.</p> <p>Use simple tactics to help a team score or gain possession.</p>	<p>Understand there are different skills for different situations and begin to use these.</p> <p>Move into space to help a team defensively and attacking.</p> <p>Play in a range of positions and know how to contribute when attacking and defending.</p> <p>Pass, receive and shoot the ball with some control under pressure.</p>	<p>Pass, receive and shoot the ball with increasing control under pressure.</p> <p>Select the appropriate action for the situation.</p> <p>Create and use a variety of tactics to help a team.</p> <p>Create and use space to help a team.</p> <p>Select and apply different movement skills to lose a defender.</p> <p>Use marking, and/or interception to improve defending.</p>
<p>Athletics</p>		<p>Runs at different speeds.</p> <p>Understands how to jump for height and distance.</p>	<p>Runs at different speeds for different purposes.</p> <p>Can jump over a series of objects.</p>	<p>Runs at fast, medium and slow speeds, changing speed and direction.</p> <p>Makes up and repeats a short sequence of linked jumps.</p>	<p>Can sprint over a short distance.</p> <p>Can throw in different ways.</p> <p>Throw a variety of objects, changing my</p>	<p>In relays and team events, can work tactically to win the race.</p> <p>Can throw with accuracy.</p>	<p>Can demonstrate stamina.</p> <p>Can follow specific rules - for example when/how to follow-up a thrown object.</p>



		Can throw an object in a desired direction with some control.	Can throw an object in a desired direction, using underarm and overarm throws.	Take part in a relay activity, remembering when to run and what to do.	<p>action and hit a target.</p> <p>Can jump in different ways.</p> <p>Combines running and jumping.</p> <p>Runs over a longer distance.</p> <p>Is controlled when taking off and landing in a jump.</p>		Can use my skills in different situations - to improve self-performance and that of my team.
Outdoor and Adventurous						<p>Follows a map in a more demanding familiar context.</p> <p>Move from one location to another following a map or a set of instructions.</p> <p>Uses clues to follow a route.</p> <p>Follows a route accurately, safely and within a time limit.</p>	<p>Follows a map in an unknown location.</p> <p>Uses clues and instructions to navigate a route.</p> <p>Changes route if there is a problem.</p> <p>Changes plan if there is new information.</p>
Swimming				<p>Key stage 2 low attainers</p> <p>Swim up to 25 metres using buoyancy aids.</p> <p>Use 3 different strokes, swimming on my front and back with aids if necessary.</p>			



				<p>Keep swimming for 30 to 45 seconds, using swimming aids and support.</p> <p>Swims on the surface and lower myself under water.</p> <p>Take part in group problem-solving activities on personal survival.</p> <p>Recognises how my body reacts and feels when swimming.</p> <p>Can recognise and concentrate on what I need to improve.</p> <p>Key stage 2 middle attainers Swims between 25 and 50 metres and keep swimming for 45 to 90 seconds</p> <p>Use 3 different strokes, swimming on my front and back confidently.</p> <p>Can begin to control breathing.</p> <p>Swims confidently and fluently on the surface and under water.</p> <p>Works well in groups to solve specific problems and challenges, sharing out the work fairly.</p> <p>Can recognise how swimming affects my body, and pace my</p>		
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				<p>efforts to meet different challenges.</p> <p>Can suggest activities and practices to help improve my own performance.</p> <p>Key stage 2 high attainers Can swim further than 100 metres</p> <p>Swims fluently and confidently for over 90 seconds.</p> <p>Uses all 3 strokes with control.</p> <p>Can swim short distances using butterfly. Can breathe so that the pattern of my swimming is not interrupted.</p> <p>Performs a wide range of personal survival techniques confidently.</p> <p>Knows what the different tasks demand of my body and pace my efforts well to meet challenges.</p> <p>Describes good swimming technique and show and explain it to others.</p>			
Evaluating and Improving performance	Can say what I have done well.	<p>Can talk about what I have done.</p> <p>Can describe what other people did.</p>	<p>With help, recognises how performances could be improved.</p> <p>Begins to explain how my work is similar and</p>	Explains how my work is similar and different from that of others.	Compares and comments on skills, techniques and ideas that I and others have used.	Can analyse and explain why I have used specific skills or techniques.	Pupils should be taught to compare their performances with previous ones to achieve their personal best.



		Can say how I could improve.	different from that of others. Can use my comparison to improve my work.	Can use my observations to improve my work.	Can modify use of skills or techniques to improve my work.	Creates own success criteria for evaluating.	
Vocabulary	Warm up Stretch Safe Careful Throw Catch Run Jump Twist Turn Crawl Bend Lift Copy	Net & Wall Net Wall Bat Ball Hit Direct Bounce Serve Return Invasion Pitch Space Movement Control Kick Stop Return Teamwork Pass Shoot Striking & Field Grip Throw Underarm Catch Aim Position	Introduce key body parts when warming up Introduce cool-down regime Net & Wall Racquet Grip Position Footwork Forehand Striking & Field Overarm Direct Guess Plan Catch Cup Invasion Games Dribble Invade Mark Accuracy Athletics Pace Stamina Aim Position Exert Power	Net & Wall Serve - choice Placement Volley Readiness Prepare Striking & Field Placement Team fielding Anticipate Invasion Games Anticipate Plan Tactic Control Athletics Introduce correct terms for equipment Eg: discus Javelin Hurdle Sequence Run-up Gymnastics Symmetry Stretch Curl Apparatus Backwards roll Handstand	Net & Wall Overhand serve 'In or out' Baseline Service line Service box Face of racquet Striking & Field Face of bat Crouch fielding Positions in games: eg bowler/backstop/wicket-keeper Invasion Games Tactical Defence Offence Dummy Set piece Marking Goal-side Athletics Long jump High jump Gymnastics Taking weight Push-off Headstand Round-off Vault	Outdoor & Adventure Map Compass points Checkpoint Teamwork Safety measure Control point 'Out and back' Net & Wall Doubles Positioning Dummy shot Striking & Field Fake Defensive stroke Offensive stroke Invasion Games Game-specific vocab eg: Throw-in Line-out Scrum-half Winger Athletics Relay Baton Starting block Gymnastics Limbs Handstand	Outdoor & Adventure Route 6 point compass directions Backtrack Net & Wall Badminton Shuttle-cock Racquet Smash Drop-shot Striking & Field Scoring - cricket and rounder Further strokes: hook / volley / half-volley Invasion Games Zone Anticipation Stand-off Athletics Triple-jump Heave Hammer / Shot-putt Exertion Gymnastics Synchronisation Canon Dance



	<p>Athletics Run Sprint Throw Grip</p> <p>Gymnastics Safety Control Climb Jump Roll Travel Zig-zag Hop Skip</p> <p>Dance Movement Invent Low / High Travel Beat Rhythm Control Feelings</p>	<p>Gymnastics Twist Turn Leap Tense Control Land Sequence Link Balance Teddy-bear roll Forward roll Copy</p> <p>Dance Emotion Sequence Frieze Transform</p>	<p>Repeat</p> <p>Dance Partnership Transition</p> <p>Swimming Introduce terms for all strokes taught</p> <p>Safety vocab eg: surface/tread/float</p> <p>Position</p> <p>Object</p>	<p>Dance Beat Rhythmic Traditional Observational</p>	<p>Stamina Conditioning</p> <p>Dance Traditional - eg Morris Old English Maypole</p>	<p>Double Triple Backflip Pyramid Hip-Hop Freestyle Repeat Emulate</p>
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