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Physical Education

EYFS	3-4 year olds	Reception	Early Learning Goal
	Physical Development • Develop their movement, balancing, riding and ball skills • Skip, hop, stand on one leg • Use sequences and patterns of movement related to music and rhythm	**Physical Development** • Begin to combine different movements with ease and fluency • Develop ball skills including throwing, catching, kicking, passing and aiming • Begin to revise and refine movement skills such as rolling, crawling, walking, jumping, hopping, running, skipping and climbing	**Physical Development** • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

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Year 1	Running & Jumping	Balance, Agility & Coordination (Gymnastics)	Dance & Movement
	• To walk in a straight line with control, using some arms and legs alternatively • To run in a straight line, lifting knees • To use my arms correctly to help me to run faster • To jump from 2 feet and land on 2 feet • To hop on one leg for 5 seconds without overbalancing • To run at a slow pace (jogging) on my toes • To balance an object on my head whilst walking • To run at a fast pace (sprinting) on my toes (balls of my feet) • To jump from 2 feet and land on 1 foot (and vice versa) • To hop on the spot on 1 leg for 10 seconds, using arms for balance.	• To travel on the ground and on, over and under equipment • To balance on both legs individually for 5 seconds • To perform different rolls (e.g. log roll, tuck roll and teddy rolls) • To move to standing position after a tuck roll • To understand gymnastics vocabulary (travel, roll, balance) • To walk and run in a straight line with feet and knees facing forward • To run on the balls of my feet, lifting my knees • To jump from a small height, bending my knees to land • To point and flex my toes • To follow a given pathway (travelling forwards, backwards and sideways)	• To know what and who is special to me. • To express my views giving simple reasons to support these. • To know the Christian belief of Jesus as the Son of God and son of man. • To know how Jesus cared for others. • To know how I can be a good friend. • To know how Jesus taught people about God through stories. • To know about Jesus as a miracle worker and healer. • To have a simple knowledge of how Jesus' teaching impacts Christian's lives.
	Games (Attacking & Defending, Striking & Fielding)	**Throwing & Catching**	**Achieving Personal Best & Healthy, Active Lifestyles**
	• To hold a racket using the handshake grasp • To balance a ball on a flat racket whilst stationary • To move with a football using the inside of my feet (both feet) • To kick a football a short distance using the side of my foot • To roll and trap a small ball with a partner using hands and feet • To retrieve a small ball and bring it to a given position quickly, avoiding others • To kick a ball through a gate (into goal/between cones) • To stop a goal being scored in football, using my body • To volley a ball on a racket (large ball or balloon for LA) • To follow the rules and play small, competitive games using ball.	• To roll a ball around my body, sitting down or standing up (static) • To pass a ball from one hand to the other without dropping it • To push (roll) a ball accurately to a partner, sitting down or standing up • To trap or stop a ball using different parts of my body • To travel at speed, holding a ball in 2 hands • To bounce a ball repeatedly on a target, with control (static) • To throw a large ball to myself, catching it most of the time • To bounce a ball to my partner who is 2m away • To throw a ball to someone who is about 2m away (2 hands, underarm) • To catch a ball thrown to me from 2m away, most of the time	• To set myself a target in PE (e.g. to run a certain distance faster, to throw further) with support • To achieve my target in PE • To name my main body parts • To know what it means to be active • To name 3 healthy and 3 unhealthy foods

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Year 2	Running & Jumping	Balance, Agility & Coordination (Gymnastics)	Dance & Movement
	• To change my pace on a command (walk, jog, sprint) • To use my outside foot to 'dig in' and change direction • To hop from one end of the hall to the other, without putting other foot down • To jump backwards and forwards over a line for 20 seconds, lifting knees high • To combine a run up with a jump to make me jump further • To bend my knees and push myself to jump straight up, touching a mark on a wall • To run forwards and backwards with control, changing between these easily • To run quickly backwards, bending forwards, looking over both shoulders • To sidestep quickly with bent knees, keeping hips and feet facing forward • To jump backwards, sidewards and forwards with excellent balance	• To identify points (heads, hands, elbows, knees and feet) and patches (bottom, thigh, back) • To combine points and patches in a balance • To squat and tuck my head between my knees to perform a forward roll • To twist and turn when moving while maintaining balance • To use gymnastics vocabulary (point, patch, twist, turn, pivot) • To create different shapes with my body (arches and bridges) • To perform different jumps (star, pencil and tuck) • To balance on different apparatus (e.g. overturned bench) • To perform a simple gymnastic routine of at least 3 movements independently • To hold my form with arms raised in a finishing position without being prompted	• To create and invent my own movements • To move my body to a given beat • To copy and repeat more complex actions (travel, change direction, gestures) • To create a short routine with support from a peer or an adult • To use dance vocabulary (step, clap, tap, jump, slide, hop, travel, mirror) • To move appropriately to the style of a piece of music • To show enthusiasm in my movements • To say positive comments about a performance • To perform a simple routine of at least 3 movements independently • To confidently travel in different ways
	Games (Attacking & Defending, Striking & Fielding)	**Throwing & Catching**	**Achieving Personal Best & Healthy, Active Lifestyles**
	• To roll a ball around the rim of a tennis racket when stationary • To volley on the spot using forehand and backhand • To serve a ball with control from a single bounce • To dribble a ball around obstacles using the insides of my feet • To kick a ball accurately a distance of 4 metres to my partner • To retrieve a ball and send it using a throw or kick • To have a short rally with a partner over a small obstacle • To help my team to score points in a striking/fielding game • To help my team to stop somebody scoring points • To stop the ball using my foot on the top of the ball	• To roll a ball around my body whilst walking or jogging • To pass a ball from one hand to the other without dropping it, whilst travelling • To step with the opposite foot to my throwing hand when I throw a large ball • To fully extend my arms and fingers when I release the ball (1 or 2 hands) • To make a target for my friend to aim for using my hands • To bounce a ball at hip height, using fingertips, whilst moving • To pull a ball into my chest tightly when catching • To throw a ball into or onto a target from 3m • To throw a ball to someone who is about 3m away • To catch a ball thrown to me from 3m away	• To set myself a target in PE (throw further, run faster, jump higher) • To achieve my target and explain how I did it • To name the parts of my body I use in different areas of PE • To explain what being active means • To know what a balanced diet is

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Year 3	Running & Jumping	Balance, Agility & Coordination (Gymnastics)	Dance & Movement
	• To pace myself during a long distance run (at least 1 lap of field) • To jump and turn in the air to face a different way • To pursue/chase a target, following their path exactly • To stop myself quickly and carefully when running at speed • To hop, step then jump and land on 2 feet (triple jump) • To push myself to triple jump further, using a run up and arms to propel me • To sprint, do a preparation jump (heel, toe, push up), then sprint again • To change direction to avoid others • To improve my high or long jump by using arms and legs to push up • To apply my running and jumping skills in a competitive situation (dodgeball, relay races, hurdles or ladder races)	• To balance on points and patches with my hips higher than my head • To show my spatial awareness when I move (considering others) • To create different shapes with my body (letters) • To balance on my head, with a partner supporting my legs if needed • To create interesting point and patch balances with a partner • To describe exactly what I'm doing using gymnastic vocabulary • To perform a series of rolls (log, forward, tuck, pencil) • To jump from a small height, turning 90° or 180° and landing safely • To make shapes in the air when jumping from a small height • To travel on apparatus in different ways (forwards, backwards, sidewards, slither, crawl)	• To move different parts of my body in time with a steady beat • To show my spatial awareness when I dance (considering others) • To make movements to the type of music • To perform a sequence with control and co-ordination • To move in unison and in time with my group, meeting and parting • To describe exactly what I'm doing using dance vocabulary • To change tempo in my movements • To evaluate a performance, offering areas for improvement • To perform a sequence with a beginning, middle and end • To begin to perform with fluency, linking actions smoothly
	Games (Attacking & Defending, Striking & Fielding)	**Throwing & Catching**	**Achieving Personal Best & Healthy, Active Lifestyles**
	• To roll a ball around my racket while moving • To volley a ball on a racket while moving around and avoiding others • To sustain a rally for more than 10 shots over a net • To stop and kick a ball following a short run • To dribble a ball avoiding defenders • To hold a cricket bat correctly whilst striking the ball • To balance a cricket ball on the flat side of the cricket bat • To fulfil a position in a team (e.g. back stop, goalkeeper, striker) • To explain different ways to be out in cricket or rounders • To anticipate the path of a ball in a game situation	• To throw a ball, stepping forward with one foot, keeping back foot toes down • To throw a small ball using underarm technique (shoulder rotates, arm 90° to body) • To throw a large ball using a bounce and chest pass • To throw a small ball using overarm technique (stand sideways, lead elbow) • To throw a large ball using a shoulder pass with 1 hand • To catch a small ball using handcuff catch (wrists together, fingers spread) • To catch a large ball from over 5m away consistently • To stand with my legs apart, feeding a large ball through my legs in a figure of 8 (static) • To hit a target using a small ball from over 5m away • To hit a moving target with a ball or object	• To identify an area of PE that I need to improve in • To show that I have improved in this area (timed event/jump distance/throw length) • To name at least 3 muscles • To explain what could happen to me if I'm not active and healthy To know I need to keep myself hydrated and know what this word means

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Year 4	Running & Jumping	Balance, Agility & Coordination (Gymnastics)	Dance & Movement
	• To run over low obstacles, clearing them most of the time • To sprint correctly, starting off in a bent position, straightening up • To run for 1.5 laps of the field (approximately 600m), pacing myself • To run with an object I my hand without dropping it • To pass and receive a relay baton without dropping • To demonstrate 4 changes in speed (walk, jog, run, sprint) • To use heel, toe, push up (preparation jump) to jump high • To use a range (at least 5) different foot patterns in ladders or around cones • To jump sideways over a small obstacle repeatedly for 30 seconds (speed bounce) • To run and jump over higher obstacles (hurdles) and clear them most of the time	• To balance on my head, with my legs straight and toes pointed, with partner supporting if needed • To perform a handstand against a wall or using a partner for support • To create symmetrical and asymmetrical balances with a partner • To perform a sequence of 4 or more gymnastic movements that are linked (e.g. travel, jump, roll, stand, balance) • To jump from apparatus, using my body correctly to gain height and land safely • To turn 180° when jumping to the right and left • To always show a good gymnastic finishing position • To use a range of available apparatus safely, with caution • To balance on a narrow beam (upturned bench) independently • To travel showing different speeds, directions, foot patterns and levels	• To express my views giving simple reasons to support these. • To move my body to different beats, fast and slow • To use space effectively when dancing • To show emotion through movement • To link actions in a routine smoothly • To perform movements in canon (different starting points, domino effect) • To use dance vocabulary to describe most of my movements • To dance at different levels (high and low) and speeds • To identify specific steps to improve my performance • To use appropriate actions to suit the music/style of dance • To perform with fluency, linking actions smoothly
	Games (Attacking & Defending, Striking & Fielding)	**Throwing & Catching**	**Achieving Personal Best & Healthy, Active Lifestyles**
	• To perform backhand and forehand volleys while moving around • To serve the ball over a net • To make a range of tennis shots to win a point • To demonstrate awareness of boundaries of the playing area in a game situation • To stop a rolling ball, dropping my leg to stop it travelling through my legs (cricket/rounders) • To bowl an underarm ball with precision • To strike a ball with a cricket bat using two hands to score runs • To strike a ball with a rounders bat, standing side on with one hand	• To throw a large ball using a bounce and chest pass, hitting target every time • To throw a large ball using an overhead technique (ball behind head, elbows high, quick release forward at highest point) • To catch a ball facing one way and pivot to face another way (ground one foot, lift heel only) • To use a one handed shooting technique (feet facing post, bend knees and elbow, flick with wrist, support ball with non-shooting hand, up onto toes and stretch follow through) • To catch a ball with balance, whilst moving towards the ball • To throw a ball into a space for a teammate to move onto • To throw and catch a ball repeatedly with 1 hand to a	• To set myself a target in PE (throw further, run faster, jump higher) and measure my success • To explain how I achieved my target • To explain how my body changes during PE • To explain the benefits of being healthy and active To identify the main food groups and which are good for me

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	• To tackle from the front and side in football, winning the ball • To head the ball using the correct part of my head (forehead)	partner who is 2m away • To throw a small or large ball a long distance (over 10m) • To throw an object or small ball, using a run up to help me throw further (athletics) • To score in a range of targets, using a range of objects	

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Year 5	Running & Jumping	Balance, Agility & Coordination (Gymnastics)	Dance & Movement
	• To jump sideways over a low obstacle repeatedly for 40 seconds (speed bounce) • To run over low obstacles, clearing them all • To maintain a maximum speed for 60 metres • To run 1600m (at least 2 laps of the field), pacing myself • To know when to set off for an effective relay change over • To demonstrate an excellent running posture and technique • To hop, step and jump with control and fluency (triple jump) • To do a range of jumps with excellent balance (hopping, long jump, triple, high) • To know how to improve my running technique • To begin to accelerate rapidly from a standing sprint position	• To perform a sequence which includes transferring weight from different body parts (e.g. shoulders to stomach, stomach to elbows and toes etc.) • To show clear and controlled starting and finishing positions in gym routines • To use counter balances with a partner or in a group • To support my partner's bodyweight in a balance • To perform a handstand safely • To use gymnastic vocabulary confidently to evaluate mine and others' performances • To hang, climb and swing on, over, along and under available apparatus • To perform a cartwheel from a standing position • To perform a range of jumps on the floor and from a height (tuck, straddle, pike, pencil, star) • To refine my gymnastic routines with practise	• To move my body to the beat, staying in time with others at all times • To show clear and controlled starting and finishing positions • To create moves from a given stimulus To use my imagination to create a unique performance • To include demonstrate a number of dance principles in my performance (canon, mirror, meeting and parting, change of pace) • To use dance vocabulary confidently to evaluate mine and others' performances • To show changes in direction, level and speed in my performances • To change a given movement to make it unique • To create a longer sequence with others, fitting the music • To refine my routines with practise
	Games (Attacking & Defending, Striking & Fielding)	**Throwing & Catching**	**Achieving Personal Best & Healthy, Active Lifestyles**
	• To perform an underarm and overarm serve • To use a range of foot patterns when attacking and defending (side step, swerve and dodging) • To mark an opponent during game play • To use my body to block the ball • To explain how to win the game in a range of sports • To send a ball to the correct place in a game situation • To perform an underarm and overarm bowl • To show how to restart a game after a goal or a stoppage in play • To demonstrate an awareness of timing during game play (e.g. moving at the correct time to win the game or	• To use the 6 o'clock pass technique accurately (tag rugby – sideways pass, ball tip to floor, swing from shoulders) • To throw a rugby ball to someone standing level with or behind me • To walk using big strides, passing the ball through my legs (pretzel) • To use a one handed shooting technique (feet facing post, bend knees and elbow, flick with wrist, support ball with non-shooting hand, up onto toes and stretch follow through) and score in a netball or basketball net most of the time • To catch a ball with balance, whilst moving in any direction • To throw a ball with skill to prevent interception	• To set and achieve my own target in PE, taking measurements or times • To carry out my own warm up • To explain to others how to lead a healthy, active lifestyle • To name at least 4 muscles To explain what 3 food groups do in the body

Physical Education

	point) • To avoid the goalkeeper to score a penalty kick	• To vary my pass according to the receiver (to suit position, height and skill level) • To make an interception in a game situation • To throw an object (eg. Howler), pushing myself to help me throw further (athletics) • To throw a heavy ball (or basketball) from a standing position using only my upper-body strength (athletics – chest push)	

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Year 6	Running & Jumping	Balance, Agility & Coordination (Gymnastics)	Dance & Movement
	• To run and jump over a range of different obstacles, clearing them every time • To sprint for 100m (length of field) • To complete 2 laps of the field • To help myself and others improve their running technique • To perform a long jump and triple jump and understand how to measure them • To explain how a relay works and compete well as part of a team • To show leadership skills in athletics • To sprint at the end of a long distance race to win • To perform a long and triple jump with pace and a run up to help me go further • To explain to others how they can run faster and jump higher and further	• To perform a handstand followed by a forward roll • To use a run up to perform a cartwheel with speed • To sometimes perform a cartwheel without putting my hands on the floor • To perform forward and backward rolls, tucking my head under • To perform a routine including shapes, jumps, balances, cartwheels, travelling, rolling and rotating • To refine my performance after evaluation, using gymnastic vocabulary • To perform difficult moves showing flexibility and co-ordination • To use and link my own moves with others to create a collective gymnastic sequence • To help others in my group improve their sequences, showing leadership skills • To perform demanding or lengthy gymnastic routines accurately and show my fitness	• To move to the beat in time throughout my performance • To work with a group to show varied and controlled starting and finishing positions • To make my own routine with others, following a theme • To explain exactly how to improve my own and others' performances • To move with fluency, accuracy and control throughout my performance • To improve my performance after evaluation, using dance vocabulary • To perform difficult moves showing flexibility, speed and co-ordination • To use and link my own moves with others to create a collective sequence • To help others in my group, showing leadership skills • To perform demanding routines accurately and show my fitness
	Games (Attacking & Defending, Striking & Fielding)	**Throwing & Catching**	**Achieving Personal Best & Healthy, Active Lifestyles**
	• To perform an accurate overarm bowl with a run up • To explain most rules in a range of sports (cricket, rounders, tennis, football) • To sustain a rally in tennis using a variety of shots • To show defensive skills to win a game (tracking, shadowing and marking) • To show determination when attacking to win a game • To strike the ball into space away from opponents • To show good sportsmanship in arrange of situations • To position myself correctly in a game situation • To be fair and objective when organising a game	• To demonstrate a full range of passing techniques (chest, shoulder, bounce, overhead with large ball, underarm and overarm with small ball) • To snatch a ball quickly thrown around me in any direction • To perform a range of 1 handed ball skills independently • To select the correct pass to use in a game situation • To receive a ball, pivot and offload (pass on) with fluency • To run towards a ball, catch it and turn in the air to face the other way • To offload the ball at the right time to avoid losing possession	. To show perseverance to achieve a target I set for myself in PE . To record results and display them in a graph . To know why I go red and my pulse rate rises when I exercise . To evaluate my own lifestyle To name at least 5 muscles

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	• To communicate effectively with my team mates	• To travel with a ball, avoiding losing it • To throw and catch a ball even when I am off balance • To throw and catch a ball quickly and accurately every time, even under pressure	