

Year 1	To begin to handle a racket/ bat with some control.
	To use equipment safely.
	To attempt to hit a ball with a racket/ bat.
	To throw a ball towards a target and have some accuracy when the target is close.
	To catch a ball using a cup technique.
	To throw a ball towards a target which is out of their comfort zone.

Year 1	To throw an object overarm for distance.
	To sprint over 25 metres.
	To jump as high as they can.
	To land with two feet and knees bent.
	To land safely.

Year 1	To start to understand competition at their level.
	To start to work with others.
	To start to understand some positives of Physical activity.
	To understand how to play games safely.
	To experience winning and losing.
	To set a personal goal.

Year 1 Skills/knowledge	Can copy, repeat and control simple skills and actions
	Can explore different skills and actions
	Beginning to change rhythm, speed, levels and direction of their movements.

Reception	Sa - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
	6a -Experiments with different ways of moving.
	ELG 1 - Children show good control and coordination in large and small movements
	ELG 2 - They move confidently in a range of ways, safely negotiating space.

Rec	To know what they need to do to stay safe in a PE lesson.
	To follow adult instructions at the first time of asking.
	To experience competition.
	To understand why athletes have breaks in games.
	To follow a small number of rules in a game.
	To work independently and in a group.



Y1



Rec

KS1 Fundamentals	
Year 1	Can dribble a ball with some control
	Can kick a ball
	Can kick a ball to a target 2m away
	Can hop on the spot and move
	Can skip on the spot and move
	Can jump with 2 feet together on the spot and move
	Can begin to change direction when running
	Can start to use a skipping rope
	I can stop on command without falling over or losing balance.
	Attempt basic movements including running, jumping, throwing, catching, and kicking.

Year 1 To be safe in a PE lesson and to use equipment safely.	To begin to use different types of stepping to move around the room (straight and bent leg).
	To be able to understand the stages of a shoulder roll.
	Can attempt a shoulder roll using the correct stages.
	To understand the 5 large body parts to balance on.
	Understands what a balance is.
	Can perform a balance on different body parts.
	Understands different shapes the body can make while sitting, standing and laying.
	Can begin to attempt to perform a range of shapes.
	To be able to balance a hoop
	Can begin to attempt to perform a range of shapes.
	To be able to pass a hoop to a partner
	To be able to pass and receive a hoop using different movements
	To understand and begin to attempt an egg roll
	To understand and begin to attempt a leg roll.



Y2

Year 2 To be safe in a PE lesson and to use equipment safely.	To begin to understand a range of different leaps.
	Can attempt to perform a range of leaps
	To begin to attempt a teddy bear roll using the correct stages.
	To begin to understand balances on small body parts.
	Can create their own balance on small body parts
	Can confidently perform the stork stand with balance
	Can confidently perform the arabesque stand with balance
	Understands the stages of a jump with half a turn.
	Can confidently perform a jump with half a turn.
	To be able to perform a short sequence.

Year 2	To move their feet when they use a racket.
	To use equipment safely.
	To handle a racket/ bat using the correct technique some of the time.
	To throw a ball towards a target with control.
	To catch a ball with control.
	To hit a ball with a racket/ bat with some control.

Year 2	To throw multiple objects overarm for distance.
	To sprint 40 metres.
	To jump high and far with a safe landing consistently.
	To run 350 metres without stopping.

Year 2 Skills/knowledge	To understand the difference between a movement or a sequence and can offer simple improvements.
	Can create a short dance with a partner with actions that sometimes flow
	Is showing imagination and more independence in dance

Reception Games	To attempt to catch a variety of objects.
	To attempt to throw towards a target.
	To roll a ball to a target consistently.
	To roll the ball consistently.
	To control a balloon.
	To attempt to catch a bouncing ball.
	To attempt to control a ball with your hands.
	To attempt to catch a moving ball in a technique they are comfortable with.
	To attempt to throw the ball towards a target.
	To balance a ball using a racket.
	To attempt to control the ball between obstacles.
	To roll the ball with accuracy to a partner.
	To develop the ability to throw an object.
	To develop the ability to move at speed.
	To adapt the body when moving at speed.

Reception Coordination and balance	To balance on and across different obstacles.
	To change speed while moving.
	To learn different movement patterns while copying others
	To respond to verbal instructions while moving.
	To move in different ways using different parts of the body.
	To move through different speeds.
	To travel around in different ways while avoiding others.
	To complete different balances and actions. To learn different balancing techniques.
	To create different balancing shapes.
	To balance for longer periods with control.
	To develop the ability to move in a range of ways.
	To increase the ability to move around and onto equipment.
	To increase the ability to move under and onto equipment.
	To increase the ability to move over and onto equipment.
	To increase the ability to move through and onto equipment.
	To combine movements together while negotiating different equipment.
	To learn how to jump safely.
	To develop the ability to jump in different ways.

Year 3	Can express and communicate ideas and feelings
Skills/ knowledge	Can change the rhythm, speed, level and direction of movements
	Can comment on the quality of movements and sequences and can make suggestions for improvement
	Gaining more confidence liking different types of actions imaginatively to create interesting sequences

Year 3	To use the correct technique when holding a racket/ bat most of the time.
	To start to hit a ball that has come from an opponent.
	To hit a ball with a racket/ bat with control.
	To hit a ball from a stationary position.
	To hit the ball using two different techniques.
	To catch a ball consistently from a comfortable height.

Year 3	To run from a standing position.
	To sprint over a short distance.
	To jump from a standing position
	To run and jump over an obstacle.
	To jump from one foot to two feet.

Year 3	To work in a team to achieve a common goal.
	To work individually to improve a goal.
	To set a personal goal that matters to them.
	To deal with winning and losing appropriately.
	To understand why our body reacts to the different intensities within physical activity.
	To demonstrate some dynamic stretches.



Y3

Year 3	Children can competently pass a ball towards a target.
	Children can competently receive a ball.
	Children start to travel with a ball at their own high pace.
	Children can move at a range of speeds with some control.
	Children can change direction with some control.
	Children can hop, jump and run-in different directions.
	Children can attempt to avoid an object or an opponent
	Children can catch an opponent.

Key

• **Gymnastics**

• **Bat and Ball**

• **Invasion Games**

• **Dance**

• **Athletics**

• **Knowledge and SEMH**

Year 3	To understand and name the 5 different jumps.
	To be able to perform a range of jumps with balance.
	To be able to understand the different standing shapes.
	To attempt to perform a jump with a shape.
	To be able to understand the movements involved in a:
	2-1 leap
	Cat leap
	Scissor leap
	Stag leap
	Can confidently perform a:
	2-1 leap
	Cat leap
	Scissor leap
	Stag leap
	To be able to exit a rock and roll by standing confidently.
	To be able to exit a rock and roll in different ways.
	To be able to create partner balances.
	To begin to give basic feedback on other balances.
	Understands the difference between counter tension and counterbalance.
	To be able to create an individual sequence using the skills learnt this term.

Year 4	Understands what transitioning is
	Can attempt to transition with some fluidity.
	Can explore a range of ways to enter and exit a roll.
	Can perform a forward roll.
	Can confidently perform a balance accurately with a partner
	Can take on board advice and improve movements
	Can attempt to perform the kneeling counter tension balance with some accuracy
	Can attempt to perform the standing counter tension balance with some accuracy.
Year 4	Can perform a variety of jump patterns
	Can confidently perform the 5 different jumps with balance and tension.
	Can perform a sequence of jumps on apparatus
	Can attempt to land from a piece of apparatus with control and balance

Year 4	Children can accurately pass a ball towards its intended target within a close range.
	Children can receive a ball away from their body.
	Children can travel with a ball with some control.
	Children start to catch a ball whilst moving.
	Children start to catch small balls with one hand.
	Children can move at a range of speeds with control.
	Children can change direction with control.
	Children can avoid an opponent or object most of the time.
	Children can run, jump, hop and skip with control.
	Children start to use a technique to stop an opponent progressing

Year 4	Can choose, use and link actions smoothly and accurately most of the time
	Can judge sequences picking out specific strengths and areas for improvements
	Can plan long sequence on their own using many different movements and actions
	Can use different directions, levels and speeds in my sequences
Skills/knowledge	
Performance	Can perform with confidence. Control and accuracy

Year 4	To jump and land with technique to maximise their distance.
	To sprint over a large distance.
	To pass an object while running.
	To jump from 1 foot onto 2 feet for distance.
	To run from a starting position.

Year 4	To hit a ball with a racket towards its intended target some of the time.
	To start to hit a ball with a racket/ bat whilst moving.
	To hit a ball that has come from an opponent some of the time.
	To change direction after completing a shot with a racket.
	To catch a ball away from their body and away from their chest.

Year 4	To lead a group in performing static stretches.
	To be vocal within a team and voice my ideas to achieve a target.
	To understand what we should eat and drink during, before and after the different types of exercise.
	To start to show some leadership skills.
	To understand the tactics within a game situation.
	To know why they may have lost and to respond in a positive manner.

Year 5	Children start to pass a ball towards its target while moving.
	Children can receive a ball whilst moving.
	Children can competently receive a ball away from their body.
	Children can competently travel with a ball.
	Children can pass a ball between a range of different distances sporadically.
	Children show confidence whilst moving in different directions using movements such as running, jumping, hopping, and skipping.
	Children can avoid an opponent when under high amounts of pressure.
	Children can competently stop an opponent progressing.

Year 5	To handle pressure as a team.
	To understand what is needed to have a healthy lifestyle.
	To show leadership skills within a small or larger group.
	To develop a tactical awareness when attacking.
	To understand the importance of dynamic stretches.
	How can injuries affect a person mentally and physically? What things can a person do to prevent injury.
	To understand the benefits of a healthy and positive mindset

Year 5	To run over a long distance.
	To pass an object while both athletes are running.
	To throw a heavy and light object for distance.
	To throw from a standing position

Year 5	Can perform a range of travelling movements with control and coordination.
	Can work as part of a group to create a balance
	Can confidently travel to and from a balance
	Can perform balances with a partner on apparatus
	Can transition smoothly from one balance to another.
	Can attempt to balance and roll a hoop
	Can accurately roll a hoop to a partner
	Can perform a range of stepping/leaping actions when rolling a hoop.
	Can perform a group sequence
	Can perform a group sequence on apparatus
	Can perform a group sequence using a hoop.

Year 5	Can regularly choose and link actions and ideas to make their own dance
	Can use and link own and others work to produce sequences
	Can work with others, showing a good understanding of partner and group relationships
Performance	Can perform with confidence, control and accuracy

Year 5	To hit a ball with a racket/ bat that beats an opponent some of the time.
	To hit a ball that has come from an opponent most of the time.
	To hit a ball from a still position to an intended target consistently.
	To catch a ball under pressure.
	To use a teammate to make the ball move around the game quicker.

Year 6	Children pass and receive with full control in a game situation.
	Children can receive a ball in an obscure position.
	Children can confidently receive a ball while moving.
	Children can kick/ throw using a range of different techniques.
	Children can kick/ throw and object a range of different distances with accuracy.
	Children can avoid multiple opponents when under pressure.
	Children can consistently travel with a ball whilst under pressure from an opponent.
	Children are able to use more than one method to stop an opponent with competence.

Year 6	Children can competently hit a ball using a racket / bat to beat an opponent
	Children can consistently catch a ball.
	Children can catch a ball whilst moving most of the time.
	To choose and execute the correct throw in a game situation.
	children can defend challenging situations and unfamiliar situations.

Year 6	Can look at ways to improve their sequences
	To offer advice to other children and help them perform movements accurately
	Can perform different dance styles
	Can perform actions that are fluent, accurate and controlled
Skills/ knowledge	
Performance	Can perform a wide range of complex and demanding actions

Year 6	Can perform a range of travelling movements, leaps and jumps with coordination and control
	Can transition between different movements.
	Can confidently transition smoothly between a range of movements.
	Can create a sequence using the floor and apparatus.
	Can take on board and act on advice given to improve their performance
	Understands the stages of a backwards roll
	Can perform the preparation movements (1-3) for a backwards roll
	Can perform a backwards roll

Year 6	To throw while running.
	To start and finish a race with a technique that gives them an advantage.
	To jump for distance using a range of jumps.
	To run at a pace that can be maintained over a long distance.

Year 6	To develop a tactical awareness both in attack and in defence.
	To help a friend deal with pressure.
	To understand the negative effects of someone that becomes injured.
	To use multiple methods to communicate within a sporting activity.
	To understand the word inclusion and how it is implemented both negatively and positively in sport.
	To understand different ways athletes become better in their chosen sports.