



Star

NURTURING TODAY'S **YOUNG PEOPLE**,  
INSPIRING TOMORROW'S **LEADERS**

# Physical Education Primary Curriculum Plan



## **Physical Education Curriculum Intent**

Our fundamental vision for Physical Education is : to maximise children's physical activity; develop their fundamental movement and sport specific skills in a range of disciplines; and to build confidence and enjoyment across a range of sports. Our PE curriculum also strives to develop **physical literacy in all our pupils**, starting with **fundamental movement skills** in Reception and KS1 and moving onto more **sport specific skills** in KS2. Alongside sport specific skill development, we also aim to develop important **PE life skills**, such as body awareness, teamwork and leadership, and develop an understanding of the importance of healthy and active lifestyles which children can take with them into the wider world.

Our STAR values of **service, teamwork, ambition and respect** are at the heart of our vision for the subject in the following ways:

**Service** – We provide opportunities for pupils to become **sports leaders**, both within and beyond P.E lesson. Within lessons children are encouraged to model or demonstrate excellent technique and to support each other via **peer feedback**. Outside of lessons, our **play leader initiative** enables our older pupils to serve the school by facilitating sports games with younger pupils during break and lunchtime, providing an opportunity for them to develop leadership skills alongside developing physical literacy of others. Another instance are the occasions where pupils get a chance to support the **setting up and management of sports activities**, both during standard PE lessons and in our wider PE enrichment offer, such as during our annual sports day. These examples also typify how leadership development is also woven into our wider PE curriculum and enrichment offer.

**Teamwork** - There are many **collaborative opportunities** in our PE lessons and teamwork is one of our PE life skills which we endeavour all our children to have by year 6. Working together is at the heart of our approach to team sport, where **working cooperatively and tactfully** with teammates is integral to success. These skills are explicitly taught. Other features of our curriculum also typify our dedication to the cultivation of teamwork, such as working together to **measure or analyse performance**, and working together cooperatively to achieve a set aim or objective.

**Ambition** – We have a culture of **excellence** in our school, and this also permeates our approach to sport. One of our ambitions is for pupils is to be respectfully **competitive and excel** in chosen sports and physical games, and we aim to develop these crucial attributes through our PE curriculum. We therefore focus on developing the tactics and skill level to win games and matches, and we give our pupils the chance to **compete against other schools** and pupils throughout the school year. We also promote ambition within sport by engaging with local clubs and athletes.

**Respect** – Respect is another **PE life skill** which we aim to develop. We want our pupils to demonstrate **appropriate behaviours to opponents**. Whilst recognising the positive impact that a desire to win can have, we also engender the ability to lose or win gracefully and respectfully.



## Physical Education Curriculum Implementation

We will deliver a broad and balanced skill-based PE curriculum that:

- Meets the requirements set out by the National Curriculum in so that children are specifically taught skills across gymnastics, dance, athletics and games. Our curriculum also includes the develop of PE life skills, with units such as dance and gymnastics providing opportunities for children to evaluate, and self-reflect on performances and units such as hockey and football allowing our children to experience team situations. As in line with the National Curriculum, we offer high quality swimming provision which allows children to achieve the key targets of: competent swimming, effective use of strokes and understanding of water safety.
- Exposes children to a broad range of sports whilst still allowing for depth of learning in key areas. With the exception of EYFS (where the focus is solely on fundamental movement skills and those obtaining to section 6- physical development of the EYFS goals) we structure our PE sessions according to the disciplines of swimming, games, dance, athletics, gymnastics and outdoor adventure. The 'Games' strand is then subdivided into 'striking and fielding', 'invasion games' and 'net and wall games'. Each year group has a **minimum expectation for covering these strands**, with the progression in strand-specific skills as evidenced in the curriculum plan being the bedrock to ensuring a coherent progression across each discipline through school. For example, each year group must teach one unit of gymnastics and dance, in alignment with the skill challenge as mapped out in the curriculum plan. This long term planning allows children to experience a balance between breath an depth of sports.
- Is strategically mapped out in a spiral curriculum design where core skills are developed and revisited across units as children move through the key stages. These core skills are mapped out via our P.E progression document. For example, for the core skill of throwing, children in EYSF would focus on the basic fundamental movement aspect of the skill 'to roll and throw a ball with basic under arm technique' as they move into KS1 the focus develops in accuracy and/or control with children 'throwing a small ball with increased accuracy'. As children move into KS2 the focus shifts again to applying this key skill to sports specific contexts such cricket or netball and exploring how this skill can apply within the context of a game, for example 'children should develop a range of throwing techniques for small balls and use them in a game situation.' This skills develops further once into year 6 where the emphasise shifts to accurate decision making and application under pressure, for example children in year 6 should 'utilise a range of throwing techniques appropriately and under pressure in a game situation, including a safe and effective over-arm throw'. By revisiting key skills throughout the Primary phrase we aim to increase children's ability to retain information. And by increasing the complexity of these key skills we aim to help children progress in their learning.
- Teaches via exciting sequences of learning on discrete component skills and applies these to a meaningful composite outcome. For example, in the discrete Year 4 gymnastics unit, children focus first on the component skills of balancing, travelling, and rolling, before combining these to create and perform a sequence with a partner. This careful medium-term sequencing (our micro-maps) ensures that learning journeys are coherent, that schemas are built up coherently and that pupils are able to place their lesson learning within a wider framework, helping them to **know more and remember more**. In addition, by ending units with application of taught skills, children are able to understand the why behind what has been taught and see the bigger picture.



- Promotes the development of essential PE life skills, such as: the importance of cooling down; body awareness; giving peer feedback; teamwork; respect and leadership. All of our units have a P.E life skills link which is reiterated throughout the teaching on that unit, these P.E life skills marry nicely with our STAR vision. In addition we also teach two discreet units of Outdoor Adventure Activity (OAA) throughout KS2, these units focus solely on the development of P.E life skills and use activities such as blindfolded obstacle courses, orienteering and team games to ensure our children leave us as well rounded individuals.

### Using different types of knowledge within Physical Education

**Declarative Knowledge** - is the subject-specific facts and theory of Physical Education. Declarative knowledge covers the 'what' behind key areas of Physical Education and includes motor competence, theory of rules and tactics and understanding of healthy participation.

- *Motor competence* – the theory of the fundamental movement skills which underpin all physical activity including: running, jumping, twisting, balancing, throwing and catching.
- *Rules, Strategies and tactics* – the theory behind games and sports, what are the rules of the sport and how can we seek advantage using tactics and *strategic thinking*.
- *Healthy participation* – the theory of how to stay safe and stay fit, including the understanding of the importance behind active lifestyles and the impact of regular sport on wider health. This area also covers physical literacy.

**Procedural knowledge**- is the understanding of how to do physical activity. It is the knowledge how to be physical active and the correct way to physically carry out the skills with Physical Education. Procedural knowledge includes; Physical demonstration and Physical participation.

- *Physical demonstration* – clear modelling of key concepts within Physical Education.
- *Physical Participation* – the 'physical' of physical education.



**The Relationship of Different Kinds of Knowledge in Physical Education**

DECLARATIVE KNOWLEDGE		
Knowing 'what' - the facts and theory behind elements of Physical Education		
<b>Motor Competence</b> Fundamental movement skills (running, jumping, balancing, throwing, catching)	<b>Rules, strategies, tactics</b>	<b>Healthy Participation</b> Active lifestyles and physical literacy

PROCEDURAL KNOWLEDGE	
Knowing 'how to' – the understanding of know to carrying out elements of Physical Education	
<b>Physical demonstration</b> Performing key component knowledge	<b>Physical participation</b> Application of component skills to sporting contexts

**Adapting the curriculum for pupils with SEND in Physical Education**

Plan using the **High Five Strategies** within the **All Stars Succeed Handbook** – (know the child, plan creatively, clear and consistent language, scaffold, know more and remember more). Planning with these strategies in mind ensures that lessons are always tailored to the needs of the pupils.

- **Rehearse subject specific language** - Key PE language relating to the lesson – this language is clearly identified at the tops of micro maps (MTPs).
- **WAGOLLS** for SEND learners. **Provide clear and consistent practical models** of component and composite skills throughout lessons, and where needed, provide **additional modelling** of these skills to SEND pupils during independent practice in order to further support.
- Take into account individual childrens needs as mapped out on their **Star Map** which relates to step 1 one of our High Five strategies.
- Teach Like A Star Playbook strategies such as **Stamp It** (identifying the most important knowledge), **I DO, WE DO, YOU DO** and **Planning for Error** are also instrumental strategies to employ to ensure the progress and success of our SEND learners. For example, SEND pupils have their **learning chunked**, so that they see a visual model in the I DO, have repeated chances to practice this together with adults making necessary corrections in the WE DO, prior to pupils applying this independently in the YOU DO chunk of that sequence of learning.



- **STTEP approach** in order to support SEND pupils to achieve.
  - **Space** – space used for an activity or task is adapted to accommodate learners needs. For example during a pacing drill the space a SEN learns needs to pass may be adjusted to accommodate them.
  - **Time** – the time an activity takes can be extended or decreased to suit a learning. For example some children may need longer to practice a skill such a dribbling.
  - **Task** – In some instances the task itself will be adapted for SEND learners. For example some learners may need a hockey drill which looks at moving, passing and scoring split down into 3 smaller tasks which can be undertaken one at a time, before being able to combine the skills.
  - **Equipment** – equipment adaptations are made to accommodate children with SEND. For example, a tee may be used in striking a fielding to help children with coordination difficulties practice the skill of batting or a different size ball may be used during an activity which teaches about correct catching technique.
  - **People** – the number of people can be altered in certain activities. For example in a football drill looking at attacking the number of attackers may be adapted to suit learns needs.



## Reception

# PE Pathway Years Reception-6

Please note the order of units within a year/phase is suggested and can be adjusted to suit the needs and makeup of your school in line with the progression map.

Movement  
to Music 


Ways to  
travel 

Negotiating  
space and  
obstacles

Strength,  
balance, and  
coordination

## Year 1

Hand eye  
coordination

Throw  
and catch 

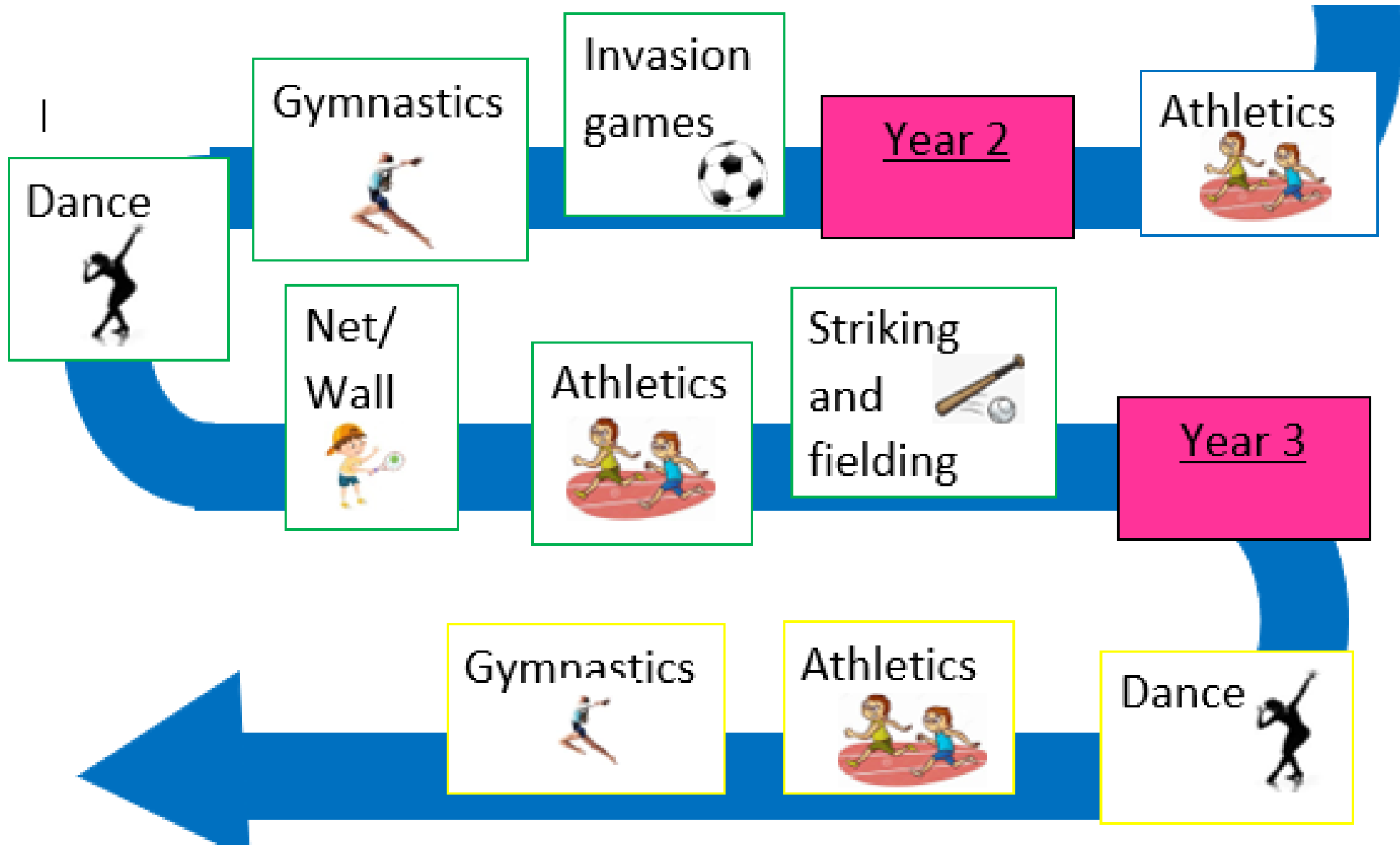
Multi skills 

Gymnastics 

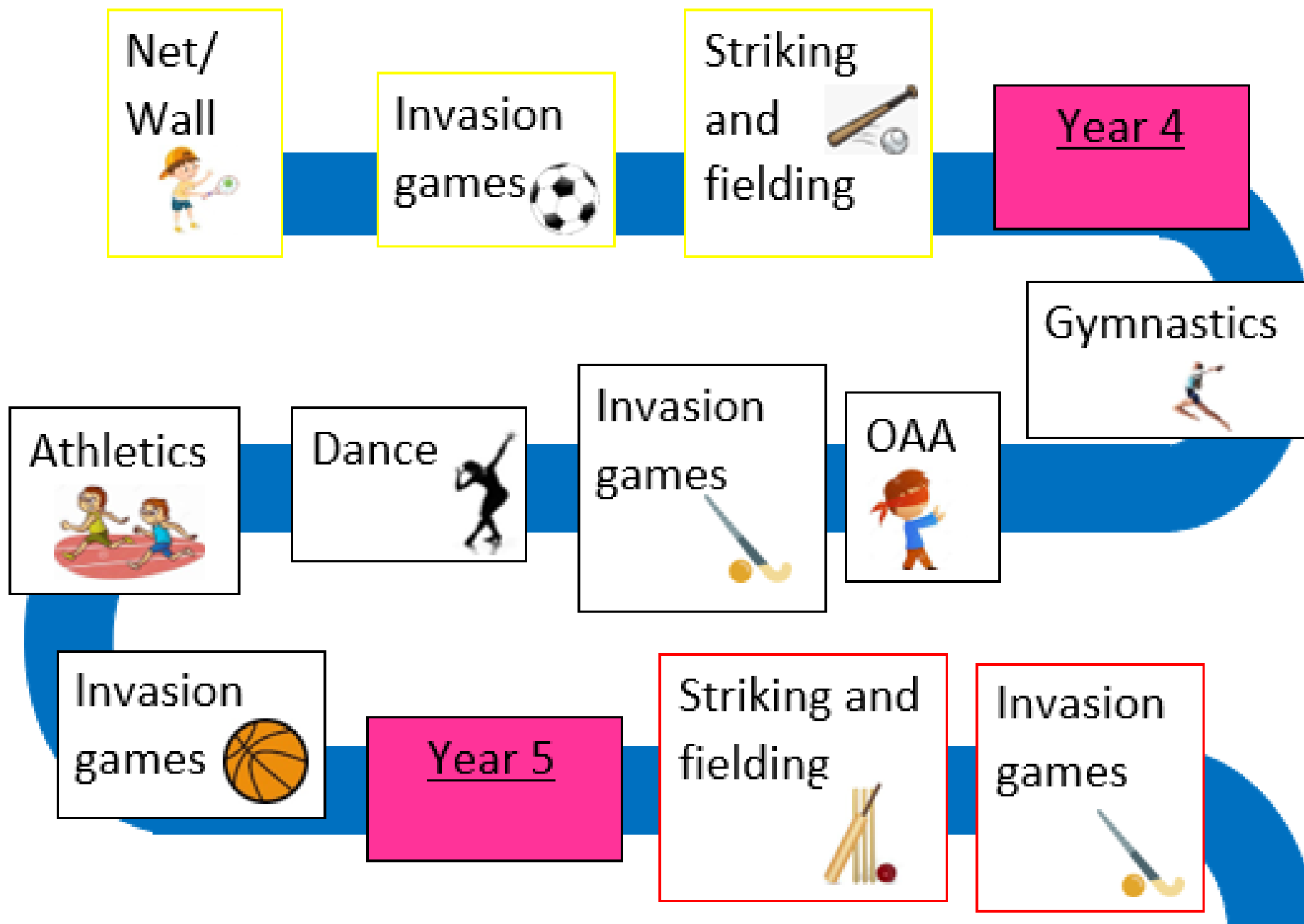
Dance 

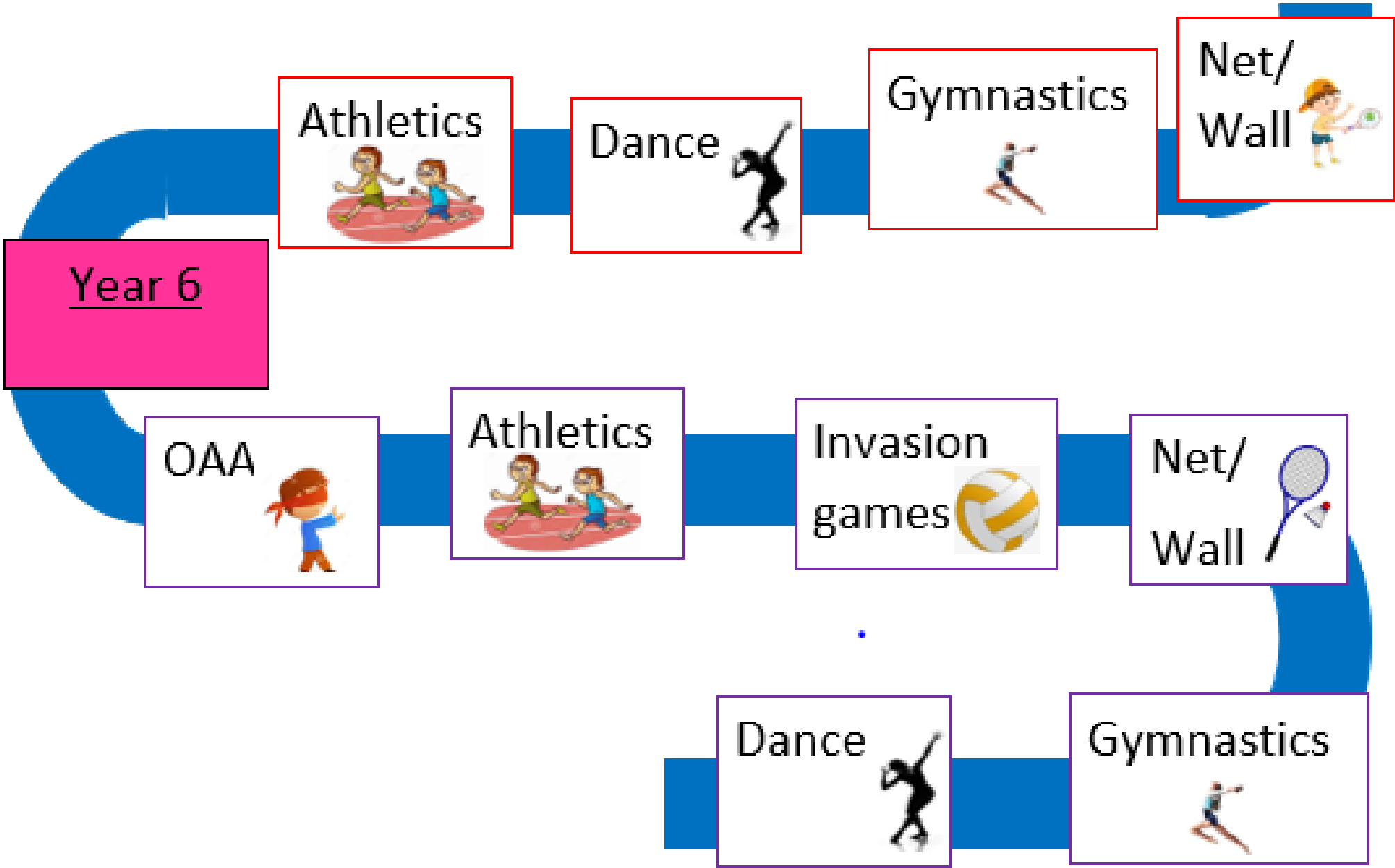
Large ball

skills 











**P.E Progression map**

Statutory Framework for EYFS and National Curriculum Programmes of Study							
	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Sports and Games</b>	<p><u>ELG 6 Gross Motor Skills:</u>  <u>ELG 6a:</u> Negotiate space and obstacles safely, with consideration for themselves and others</p> <p><u>ELG 6b:</u> Demonstrate strength, balance and coordination when playing</p>	<p>1a: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>1b: Participate in team games, developing simple tactics for attacking and defending.</p> <p>1c: Perform dances using simple movement patterns.</p>	<p>2a: Use running, jumping, throwing and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>2c: Develop flexibility, strength, technique, control and balance.</p> <p>2d: Perform dances using a range of movement patterns.</p> <p>2e: Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>				
	<b>Swimming and Water Safety</b>	<p><u>ELG 6c:</u> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p><i>All schools must provide swimming instruction either in key stage 1 or key stage 2.</i>                      In particular, pupils should be taught to:</p> <p>1d: Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>1e: Use a range of strokes effectively.</p> <p>1f: Perform safe self-rescue in different water-based situations</p>				



	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Acquiring, Developing, Selecting and Applying Skills</b>						
<b>Gymnastics</b>	<p>Move and stop upon command; move confidently and safely, negotiating space and obstacles effectively, moving over, under and on apparatus</p> <p>Show contrast with their bodies including tall/short, wide/thin, straight/curved</p> <p>Copy and explore simple movements and link balances, jumps and travel actions, on &amp; off apparatus.</p> <p>Learn and refine a variety of shapes, jumps, balances and rolls.</p>	<p>Move confidently and safely in their own and general space, using change of speed and direction.</p> <p>Explore, perform and link gymnastics actions (e.g. (pencil/straight, tuck, star, pike, dish and arch), body shapes, balances and rolls with increasing control.</p> <p>Explore making their body tense, relaxed, stretched and curled.</p> <p>Copy, explore, create, sequence and perform movement ideas, on their own and with a partner.</p> <p>Perform movement phrases using a range of body actions and body parts.</p> <p>Explore and develop different ways of stretching, rolling, balancing and travelling.</p>	<p>Develop the range and quality of actions, body shapes, balances and rolls they include in performances. Link these with increasing control and precision.</p> <p>Create gymnastic sequences that follow a set criteria, following a specific theme or piece of music, including changes in height, speed and direction.</p> <p>Use change in speed, level and direction to adapt sequences on different apparatus.</p> <p>Work with a partner to create, repeat and improve a sequence with two or more phrases, including the development of matching and mirroring partners.</p>	<p>Combine and perform gymnastic actions, shapes, balances (including pair balances) and rolls more fluently and effectively, ensuring actions are clear, accurate and consistent, on their own, with partners or small groups.</p> <p>Develop longer and more complex gymnastic sequences by understanding, choosing, and applying a range of compositional principles, including changes in height, speed and direction.</p> <p>Set sequences to specific timings and strictly adhere to them - individually, with a partner or in a small group.</p> <p>Work with a small group to create, repeat and improve a sequence with multiple phrases, including matching and mirroring.</p>			



	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Acquiring, Developing, Selecting and Applying Skills</b>						
<b><u>Dance</u></b>	<p>Explore and copy basic body actions and rhythms.</p> <p>Negotiate space confidently, using appropriate strategies.</p> <p>Use their bodies to respond to stories, topics and music.</p>	<p>Explore, remember, repeat and link actions with co-ordination, control and expression.</p> <p>Move confidently in their own space, exploring changes of rhythm, speed, level and direction.</p> <p>Compose and perform short dances with beginning, middle and ends with movements that express and communicate moods, ideas and feelings.</p>	<p>Respond and improvise imaginatively to a range of stimuli related to character, narrative and music - on their own, with a partner and in a small group.</p> <p>Begin to manipulate space in a controlled manner to respond appropriately to character, narrative and music.</p> <p>Use simple choreographic principles to create motifs and narrative. Able to take the lead when working with a partner or in a group. Perform dances that communicate character, narrative and music, with good control - on their own, with a partner and in a small group.</p>	<p>Explore, improvise, and combine movement ideas in different styles, fluently, effectively and creatively - on their own, with a partner and in a small group.</p> <p>Show controlled movements which express emotion and feeling.</p> <p>Compose motifs, sections and whole dances by adapting and developing a variety of movements. Perform with expression, accuracy and fluency. Select their own music, style and dance based on interests.</p>			



	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Acquiring, Developing, Selecting and Applying Skills</b>						
<b><u>Athletics</u></b>	<p>Develop skills of running, jumping &amp; throwing with a small range of equipment.</p> <p>Use comparative language i.e. faster, longer, and be able to physically demonstrate this.</p> <p>Vary speed of running based on commands given.</p>	<p>Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination.</p> <p>Explore and throw a variety of objects with one hand, including towards a target.</p> <p>Jump from a stationary position with control, landing safely.</p> <p>Safely change speed and direction whilst running.</p>	<p>Consolidate and improve the quality, range and consistency of the techniques they use.</p> <p>Throw a variety of objects with one hand and know how to aim these to improve performance, including the under-arm, over-arm and push throws.</p> <p>Take a running jump with appropriate feet patterns/movements.</p> <p>Show accurate pace - run at a speed that is appropriate for the distance being run.</p> <p>Begin to develop the discipline of hurdling, combining running and jumping</p> <p>Take part in relay activities, understanding the concept.</p>	<p>Increase the number of techniques they use and develop the consistency and precision of their actions in a wide range of events.</p> <p>Be accurate when throwing at a target, showing precision in throwing techniques, and develop techniques for throwing at a distance.</p> <p>Take a running jump with a controlled take-off and landing, showing precision in jumping techniques; develop the technique of the standard vertical jump.</p> <p>Improve and sustain running techniques at different speeds, including both the development of a sprint start and the ability to self-set an appropriate pace and end with a sprint finish.</p> <p>Develop the discipline of hurdling, combining running and jumping with increasing fluency, sometimes using the preferred leg to lead.</p> <p>Develop relay techniques, including knowing how to pass and receive a baton using the downswEEP.</p> <p>Confidently explain rules of track and field events.</p>			



	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Acquiring, Developing, Selecting and Applying Skills</b>						
<b>Striking and Fielding</b> <i>cricket, rounders</i>	Roll and throw a ball under-arm, including at a target.  Begin to develop the skill of catching a sponge ball.	Throw a small ball with increasing control.  Catch a small ball with increasing control.  Perform the basic fielding technique of tracking and stopping a small ball with increasing control and coordination.  Strike a small ball with a bat, with development of correct body position.	Develop a range of throwing techniques for small balls and use them in a game situation.  Use ABC (agility, balance, coordination) to move into good catching positions and catch a small ball.  Use ABC (agility, balance, coordination) to accurately track and stop a small ball when fielding, and apply this in a game situation.  Develop correct batting and body positioning techniques for both moving and still small balls.  To play in a competitive situation, and to demonstrate sporting behaviour.	Utilise a range of throwing techniques appropriately and under pressure in a game situation, including a safe and effective over-arm throw.  Use ABC (agility, balance, coordination) to move into good catching positions and catch a small ball under pressure in game situations.  Use ABC (agility, balance, coordination) to accurately and quickly track and stop a small ball when fielding, and apply this in a game situation.  Exercise control over batting technique and appropriate choice of shot in a game situation.  Play in a tournament and work as team using tactics.  Learn and play the roles of backstop and wicketkeeper.  Develop an understanding of the running rules for both cricket and rounders.			



	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Acquiring, Developing, Selecting and Applying Skills</b>						
<b>Invasion Games</b> <i>Football</i> <i>Rugby</i> <i>Netball</i> <i>Basketball</i> <i>Hockey</i> <i>Dodgeball</i>	<p>Throw and catch a large ball.</p> <p>Begin to show control over a balls, including with bats and sticks.</p> <p>Experiment with different ways of moving.</p>	<p>Receive and send the ball to others, with the feet and hands as appropriate.</p> <p>Begin to use a range of ball skills in games, including shooting and ball control.</p> <p>Travel in a variety of ways including running and jumping</p> <p>Developing simple tactics for attacking and defending in variety of invasion games.</p> <p>Participate in simple games, develop simple tactics and use them appropriately.</p>	<p>Receive and pass the ball with increasing accuracy., with the feet and hands as appropriate.</p> <p>Begin to show confidence in using ball skills in various ways, and link these together effectively (e.g. dribbling in different directions, bouncing, shooting and turning).</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>Perform basic hockey skills such as dribbling and push pass.</p> <p>Develop basic netball skills such as the chest pass, catching and shooting.</p> <p>Apply basic skills suitable for attacking and defending in variety of invasion games.</p> <p>Work well in a group and begin to communicate tactically</p> <p>Understand and implement the basic rules of some invasion games (e.g. football, rugby, netball, basketball, hockey, dodgeball).</p>	<p>Receive and accurately pass the ball at distance and with increased power, with the feet and hands as appropriate.</p> <p>Show confidence in using ball skills, and link these together effectively at speed, selecting according to the game situation (e.g. dribbling in different directions using varied feet positions, bouncing, shooting).</p> <p>Uses running, jumping, throwing and catching in isolation and in combination in appropriate ways according to the game situation.</p> <p>Perform and combine basic hockey skills such as dribbling and push pass at increased speed and over longer distances.</p> <p>Develop a range of netball skills such as accurate shooting, marking, pivoting, dodging, blocking and bounce pass.</p> <p>Keep possession of balls during games situations and passes in others.</p> <p>Defend and attack tactically by anticipating the direction of play.</p> <p>Understand and implement the basic rules of some invasion games (e.g. football, rugby, netball, basketball, hockey, dodgeball).</p> <p>Play effectively in a variety of positions.</p>			





						Work cooperatively/tactically with others	
	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Acquiring, Developing, Selecting and Applying Skills						
<p><u>Net and Wall Games</u> Tennis Badminton</p>				<p>Be familiar with tennis balls and short tennis rackets.</p> <p>Explore different shots (forehand, backhand).</p> <p>Understand and use an accurate under-arm serve in short tennis.</p> <p>Engage in a rally with a partner.</p> <p>Develop the use of a variety of short tennis shots with increasingly accurate shots.</p> <p>Play a competitive short tennis game.</p>			<p>Demonstrate and develop the use of the correct grip of the racket and understand how to get into the ready position for striking a tennis ball or shuttlecock.</p> <p>Use good hand-eye coordination to contact a tennis ball or shuttlecock with the middle of the racket in forehand and backhand shots</p> <p>Understand and use the correct under-arm serve in badminton and over-arm serve in tennis.</p> <p>Develop backhand and forehand ground shot techniques in tennis.</p> <p>Develop an understanding of the impact of an overhead shot, and use it to win points during play.</p> <p>Understand and use the drop shot as an attacking shot, successfully aiming for space near the net.</p> <p>Understand and use the lob as an attacking shot, successfully aiming for space near the back of the court.</p> <p>Understand the rules of tennis and badminton and score games accurately.</p> <p>Develop knowledge, understanding and principles within a doubles game, including tactics and strategies used.</p>





	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Acquiring, Developing, Selecting and Applying Skills</b>						
<b><u>Outdoor Adventure and Activity</u></b>				<p>Work with others collaboratively in defined roles to solve problems.</p> <p>Both lead others and be led.</p> <p>Use maps, symbols and compasses to develop orientation of the school site.</p> <p>Create a short trail for others.</p>		<p>Work with others collaboratively in defined roles to solve more complex problems.</p> <p>Take responsibility for a role in a group.</p> <p>Use maps, symbols and compasses to develop confident orientation of the school site and beyond.</p> <p>Design a challenging orienteering course that is easy to follow.</p>	



	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Fitness, Health and P.E Life Skills</b>						
<b><u>Healthy participation/body awareness</u></b>	<p>Begin to understand the importance of healthy eating and exercise.</p> <p>To be informed about where they can partake in sport outside of school</p> <p>Recognise and describe how the body changes during exercise.</p>	<p>Understand the importance of a healthy eating and regular, varied exercise.</p> <p>To be informed about where they can partake in sport outside of school</p> <p>Recognise and describe how different rhythms, paces and movements make them feel.</p> <p>Understand the importance of warm up and cool down.</p>	<p>Understand the importance of a healthy eating and regular, varied exercise, and have a positive attitude towards it.</p> <p>To be informed about where they can partake in sport outside of school.</p> <p>Recognise and describe how different rhythms, paces, movements, activities and games can affect specific parts of the body, and how these affect the way they perform.</p> <p>Measure heart rate with support.</p> <p>Understand the importance of warm up and cool down, and begin to understand the importance of suppleness, strength, speed and stamina.</p>	<p>Understand the importance of a healthy eating and regular, varied exercise, and have a positive attitude towards it.</p> <p>To be informed about where they can partake in sport outside of school.</p> <p>Recognise and describe how different rhythms, paces, movements, activities and games can affect specific parts of the body, and how these affect the way they perform.</p> <p>Measure heart rate with support.</p> <p>Understand the importance of warm up and cool down, and begin to understand the importance of suppleness, strength, speed and stamina.</p>	<p>Understand and discuss why a range of P.E activities are good for health, fitness and wellbeing, and demonstrate an understanding of how they themselves can be healthier.</p> <p>To be informed about where they can partake in sport outside of school.</p> <p>Recognise and describe how different rhythms, paces, movements, activities and games can affect specific parts of the body, and how these affect the way they perform.</p> <p>Measure heart rate independently.</p> <p>Take safe, necessary steps to independently prepare for a range of P.E activities, using accurate and appropriate warm up and cool down strategies.</p> <p>Understand the importance of suppleness, strength, speed and stamina.</p>		
<b><u>Apparatus Safety</u></b>	<p>Know that equipment and apparatus can be harmful.</p>	<p>Demonstrate an appreciation of safety when lifting, moving and placing apparatus and equipment.</p>	<p>Demonstrate an appreciation of safety when lifting, moving and placing apparatus and equipment.</p>	<p>Demonstrate an appreciation of safety when lifting, moving and placing apparatus and equipment.</p>	<p>Demonstrate an appreciation of safety when lifting, moving and placing apparatus and equipment.</p>	<p>Demonstrate an appreciation of safety when lifting, moving and placing apparatus and equipment.</p>	<p>Demonstrate an appreciation of safety when lifting, moving and placing apparatus and equipment.</p>
<b><u>Evaluation</u></b>	<p>Watch and copy some basic movements in P.E.</p>	<p>Watch and describe some basic techniques and movements across a range of P.E disciplines and use what they learn to improve their own performance.</p>	<p>Describe, interpret, evaluate and compare their own performance and that of others, using appropriate language.</p>	<p>Describe, interpret, evaluate and compare their own performance and that of others, using appropriate language.</p>	<p>Describe, critically analyse, interpret, evaluate and compare their own performance, and that of others, using appropriate language.</p>		



	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Fitness, Health and P.E Life Skills</b>						
<b><u>Feedback</u></b>	Express their enjoyment of an activity using simple feedback techniques (e.g. thumbs up/down).	Use peer feedback to improve their own performance and recognise good quality in others.	Use peer feedback to improve their own performance and offer specific ways that others can improve.	Engage in constructive feedback, evaluating, refining and developing their own work and others' work using appropriate peer- and self-review criteria.			
<b><u>Peer-coaching</u></b>			Positively comment on others whilst working	Engage in peer-coaching, providing advice and support to others whilst working.			
<b><u>Measuring and Improving</u></b>		Where appropriate, begin to measure performance and set simple targets to improve.	Where appropriate, independently measure performance and set targets to improve.	Where appropriate, independently measure performance with increasing accuracy and set targets to improve.			
<b><u>Personal development</u></b>	Ask questions about what they have heard.  Work cooperatively with another person	Demonstrate to a class or group with support from the teacher.  Communicate with a partner to make decisions when creating a routine or sequence	Lead instructions or demonstrations of techniques, skills and movements to a class or group.  Communicate with a group and make decisions when creating a routine or sequence.  Start to discuss strategies and begin taking on roles within groups such as leader/captain.  Work together as a team to accomplish a goal or outcome.	Confidently lead instructions or demonstrations of substantial techniques, skills and movements to a class or group.  Communicate with adults and children to make decisions about sequencing or routines.  Voice opinions and justify these when making decisions about tactics or positions.  Work together with a range of children to accomplish a goal or outcome.			
<b><u>Reciprocal Teaching</u></b>				Engage in reciprocal teaching, taking turns to teach each other a new skill or tactic.			



	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Fitness, Health and P.E Life Skills</b>						
<b><u>Motor Competence</u></b>	Have a basic understanding of fundamental movement skills including locomotor skills (running, jumping) stability skills (twisting, balancing) and manipulation skills (throwing, catching).	Demonstrate competence in fundamental movement skills such as run, jump, throw, catch, hop, skip, balance.  Begin to adapt these skills to suit varied equipment or situations.	Begin to refine and apply fundamental movement skills to a range of physical activities/equipment or situations via appropriate instruction and opportunities to practice and apply.  Link increasingly complex movements together.  Apply fundamental movement skills to various context specific practice.	To understand and apply fundamental movement skills to sport specific situations.  To understand how fundamental movement skills can apply within different parameters such as how running at different speeds links to various situations within a football game.			
<b><u>Rules strategies and tactics</u></b>	To understand basic rules of fundamental movements such as a hop is on one foot.	To understand basic rules of common games including invasion style, net and ball and striking and fielding.	To understand rules of games as well as strategies such as attack and defence.	Understand and apply increasingly complex rules within different sports.  Apply strategies and tactics to improve performance and outcomes such as altering position on a field to make a goal opportunity more likely.			
<b><u>Use of Sport specific Vocabulary</u></b>	Understand basic vocabulary linked to fundamental movements such as run, hop, skip, jump, climb, gallop.	Understand, use and apply vocabulary linked to basic movement skills (jump, run, hop, skip, roll) including vocabulary linked to adjustments in those skills such as high, medium, low level/Sprint or jog running/ teddy, log, forward rolls etc.#  Know simple tier 2 and 3 vocabulary linked to sport	Know and understand tier 2 vocabulary in the context of sport such as collaborate, pass.  Begin to have confidence in a range of sport specific vocabulary including tier 3 language such as over arm throw, push pass, volley, line.	Know, understand, use and apply tier 2 and 3 P.E vocabulary.			