

End of FS (Reception)	Area of attainment	End of KS1 (Years 1 & 2)	End of LKS2 (Years 3 & 4)	End of UKS2 (Years 5 & 6)
<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing</p> <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. <p>Skills Explore moving and making shapes using different body parts. Explore moving in different directions Explore big and small ways of moving and making shapes. Moving in pairs, creating shapes in pairs.</p>	<p>Gymnastics</p>	<p>To develop balance, agility and co-ordination by:-</p> <p>Creating a sequence combining balance, rolling and jumping.</p> <p>Perform using a recognized start and finish shape.</p> <p>Choose, adapt and perform shapes at different levels (wide, narrow, curled using big and small body parts) to include low level apparatus.</p> <p>Perform with control and consistency basic actions at different speeds, pathways and on different levels.</p> <p>Describe and explain how performers can transition and link gymnastic elements.</p> <p>Explore/develop zig-zag pathways/on apparatus Explore/develop curved pathways/ on apparatus.</p>	<p>To develop flexibility, strength, technique, control and balance by:-</p> <p>Creating sequences that include symmetrical and asymmetrical balances and travel.</p> <p>Use compositional ideas in sequences such as changes in height, speed, direction and apparatus.</p> <p>To perform in time with a partner and group.</p> <p>To use gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Introduction to bridges Application of bridge learning onto apparatus. Develop sequences with bridges with control and flow.</p>	<p>To develop flexibility, strength, technique, control and balance by:-</p> <p>Planning and perform with precision, control and fluency, a sequence showing a wide range of actions including variations in speeds, levels and directions. Introduction and application of counterbalance and counter tension.</p> <p>Introduction and application of matching and mirroring.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Arrange own apparatus to enhance work and vary compositional ideas.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p>
<p>Expressive Arts and Design</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. Being Imaginative and Expressive • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Nursery Rhymes and Ourselves units Moving in sequence Creating our own movements and simple movement sequences. Responding in movement to words and music Exploring contrasting tempos Exploring characters Exploring opposites</p>	<p>Dance</p>	<p>Perform dances using simple patterns by:-</p> <p>Copying and exploring basic movements with clear control.</p> <p>Develop motifs using expressions and emotion.</p> <p>Putting movements together.</p> <p>Explore space, direction, levels and speeds.</p> <p>Experiment creating actions and performing movements with different body parts alone and with a partner.</p> <p>Respond to a range of stimuli and types of music.</p>	<p>Perform dances using a range of movement patterns by:-</p> <p>Responding to stimuli</p> <p>Developing character dance into a motif.</p> <p>Working independently or with a partner to create longer dance sequences with a clear starting off and finishing point.</p> <p>Beginning to vary dynamics and develop actions and motifs (phrase).</p> <p>Modifying parts of a sequence as a result of self-evaluation.</p>	<p>Perform dances using a range of movement patterns by:-</p> <p>Working independently or with a partner to create longer dance sequences which use expression when moving.</p> <p>Performs with confidence, using a range of movement patterns and motifs.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Modifying part of a sequence as result of self and peer evaluation.</p> <p>Moves appropriately and with the required style in relation to the stimulus e.g. using various levels, ways of travelling and motifs.</p>

<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing - Progress towards a more fluent style of moving, with developing control and grace. - Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. - Develop overall body strength, balance, coordination and agility.</p> <p>Complete PE Unit.</p> <p>Taking turns/keeping the score Understanding and playing by the rules. Avoiding a defender. Preventing an attacker from scoring. Applying attacking and defending into a game.</p>	<p>Games</p>	<p>Master basic movements including running, jumping, throwing and catching.</p> <p>Travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws- Sending, stopping and receiving with control and accuracy.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Use running, jumping, throwing and catching in isolation and combination.</p> <p>Show confidence in using ball skills in a variety of ways.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Apply basic skills for attacking and defending Uses running, jumping, throwing and catching in isolation and combination.</p> <p>Takes part in competitive games with an understanding of tactics and composition.</p>	<p>Vary skills, actions and ideas and link these in ways that suit different games.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Keeps possession of balls during games situations.</p> <p>Apply knowledge of skills for attacking and defending Uses running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games and apply principles for attacking and defending.</p>
	<p>Athletics</p>	<p>Change speed and direction whilst running,</p> <p>Can jump from a standing position with accuracy.</p> <p>Explore jumping combinations (jump, hop, leap).</p> <p>Performs a variety of throws with control and coordination.</p> <p>Can use equipment safely.</p>	<p>Can perform a running jump with control and balance.</p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p>Beginning to record peers performances and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Can use equipment safely and with good control.</p>
	<p>OAA</p>		<p>Take part on outdoor and adventurous activity challenges both individually and in a team by:-</p> <p>To work with others to solve a problem.</p> <p>Plan and refine strategies to solve problems.</p> <p>Identify the relevance of and use maps, compass and symbols.</p> <p>Identify what they do well and suggest what they could do to improve.</p>	<p>Take part on outdoor and adventurous activity challenges both individually and in a team.</p> <p>Explore ways of communicating in a range of challenging activities.</p> <p>Use information given by others to complete tasks and work collaboratively.</p> <p>Undertake more complex tasks.</p>
	<p>Swimming</p>		<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations</p>