

Physical education curriculum mapping

Intent Phase						
Statutory Framework for KS1 & KS2 National Curriculum Programmes of Study						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Pillars of Progression</u>	In KS1, particular attention should be paid towards Motor Competence and Fundamental Movement Skills (FMS). FMS can be categorised as: Locomotor Skills – such as running & jumping Stability Skills – such as twisting & balancing Manipulation Skills – such as throwing & catching		By KS2, pupils should be demonstrating proficiency in FMS. Pupils should continue to progress and demonstrate proficient Motor Competence. Increased attention towards Rules, Strategies and Tactics. Increased emphasis on Healthy Participation. Making safe long-term decisions and developing an understanding of the relationships between physical activity and its effect on the body.			
<u>Sports & Games</u>	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. 1b: Participate in team games, developing simple tactics for attacking and defending. 1c: Perform dances using simple movement patterns.		2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2c: Develop flexibility, strength, technique, control, and balance. 2d: Perform dances using a range of movement patterns. 2e: Take part in outdoor and adventurous activity challenges both individually and within a team 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
<u>Swimming & Water Safety</u>	All schools must provide swimming instruction either in key stage 1 or key stage 2. Pupils should be taught to: 1d: Swim competently, confidently, and proficiently over a distance of at least 25 metres. 1e: Use a range of strokes effectively. 1f: Perform safe self-rescue in different water-based situations					

Type of knowledge learnt throughout the unit	Definition
Declarative Knowledge (knowing what)	Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration.
Procedural Knowledge (knowing how)	Knowing how to apply declarative facts. Best practiced through demonstration or participation.

Athletics						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Pillars of Progression:</u>	FMS: Locomotor Skills Stability Skills Manipulation Skills		Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.			
<u>Declarative Knowledge:</u>	I know that there is a difference in technique between sprinting and running over longer distance. I know that there is control and coordination needed when running.		I know that there is pace judgement needed when running over an increased distance. I know when to choose appropriate running speeds to meet the demand of the task.		I know that there is a range of throwing actions e.g., push, pull, sling, using different equipment. I know when to apply appropriate pace judgement for the running distance to be covered. I know when to apply the appropriate throwing and jumping technique to achieve maximum distance and height.	
<u>Procedural Knowledge:</u>	I know how to apply basic athletic skills and techniques to a variety of activities. I know how to practise different jumping techniques, showing control, coordination, and consistency throughout. I know how to run, jump, balance, hop, leap, and skip. I know how to throw overarm, underarm and pull throw towards a target. I know how to run, jump, and throw with increasing control and coordination.		I know how to apply a broad range of athletic skills in different ways. I know how to show control, coordination and consistency when running, throwing, and jumping. I know how to combine basic jump actions to form a jump combination, using a controlled jumping technique.		I know how to run, jump, catch and throw in isolation and combination. I know how to combine and perform skills with control. I know how to apply skills that meet the needs of the situation, combining and performing each skill with control at speed. I know how to choose the appropriate speed to run at for the distance to be covered.	

Dance						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Pillars of Progression:</u>	FMS: Locomotor Skills Stability Skills Manipulation Skills		Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.			
<u>Declarative Knowledge:</u>	I know that dance phrases are small sections of a dance that make a complete routine. I know that dance can be used to express and communicate mood, ideas, and feelings, varying simple compositional ideas. I know when practising and using a stimulus I can remember and repeat short dance phrases.		I know that expressive qualities are ideas and emotions communicated through movement patterns. I know that canon, unison, repetition, action/reaction, and question/answer can be included in dance phrases. I know that is important to consider others when working in a pair or group. I know when and how to use stimuli to create characters and narratives. I know when to apply speed, tension, continuity, and spatial pattern ideas when creating and performing dances with a partner and groups		I know that imagination is needed to help create and structure dance motifs, phrases, and sections of dances, developing expressive qualities. I know that dance can be inspired by a stimulus. I know that performing with confidence and clarity can improve an overall performance. I know when to use basic compositional principles to create dances. I know when to combine movements fluently and effectively throughout dance routines.	
<u>Procedural Knowledge:</u>	I know how to respond imaginatively to a range of stimuli. I know how to move confidently and safely in general space, using changes of speed, level, and direction. I know how to perform movement phrases using a range of different body actions and body parts – with control and accuracy. I know how to compose short dances. I know how to move with control to music. I know how to link simple movements, and combine different ways of travelling, with beginnings, middles, and ends.		I know how to perform dances using a range of movement patterns – accurately, fluently, consistently. I know how to perform with control with a partner. I know how to combine actions and maintain the quality of performance when performing at the same time as a partner. I know how to perform with a wide range of actions, when working with a partner and in a group.		I know how to use a broader range of skills and movement patterns. I know how to explore movement ideas inspired by a stimulus. I know how to perform a range of movements accurately with a sense of rhythm, clarity, and confidence. I know how to perform confidently to an audience.	

Fitness						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Pillars of Progression:</u>	FMS: Locomotor Skills Stability Skills Manipulation Skills		Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.			
<u>Declarative Knowledge:</u>	I know that speed, agility, balance and coordination need developing to improve movement skills. I know that good technique is needed when exercising.		I know what aerobic exercise is and how to develop it. I know which body parts are working during a particular exercise. I know that aerobic endurance, strength and balance need developing to improve overall fitness.		I know that increased activity has benefits on both physical and mental health. I know that upper body strength is important in lots of different sports. I know that there are areas of my physical fitness that I want to improve. I know that core strength is important, not only in physical activity, but in day to day life.	
<u>Procedural Knowledge:</u>	I know how to negotiate space well to move safely. I know how to take turns. I know how to work well with others. I know how to practise different movement techniques. I know how to jump to gain height. I know how to jump for distance. I know how to jump whilst on the move.		I know how to develop core strength. I can show good control and technique whilst developing upper and lower body strength. I know how to work well independently and as part of a team. I know how to manage and accomplish tasks using self-belief and determination.		I know how to link fundamental movement skills. I know how to demonstrate the correct techniques on exercises and activities. I know how to develop endurance, body strength, speed and stamina.	

Gymnastics

Unit One // Unit Two

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Pillars of Progression:</u>	FMS: Locomotor Skills Stability Skills Manipulation Skills		Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.			
<u>Declarative Knowledge:</u>	I know what I have done, and what I have seen others do. I know the importance of landing safely and practise safe landing. I know what I have enjoyed about gymnastics and can describe this. I understand why balance is important in lots of different sports and games. I know what positive feedback is and can give it to peers about a performance. I know areas of my own performance that I need to improve. I know what the key shapes are. I know the importance of travelling and transitioning with quality and purpose. Understand and describe changes in heart rate when active.		I know what I need to practice to improve my performance. I know what a gymnastics sequence needs to include. I understand that strength and suppleness are important parts of fitness in gymnastics. I understand the link between heart rate and breathing when exercising. I recognise what I do well and what I find difficult. I can recognise and explain good performances. I can explain the correct steps needed in a variety of different rolls. I know what a suitable warm-up activity looks like for upcoming activities. I know some of the names of muscles in the body. I can describe and evaluate the effectiveness and quality of a performance. I know what skills are performed in gymnastics.		I can explain and perform the steps to a quality of a Safety roll. I understand the meaning of travelling with purpose, control and finesse. I recognise parts of a performance that could be improved and explain why. I know a range of compositional principles. the key technical points are of a variety of different gymnastics rolls. I can evaluate a performance, recognising what is successful and what could be improved. I can provide constructive feedback about a performance. I can have discussions to help others improve their performance. I know what vaulting is in gymnastics.	
<u>Procedural Knowledge:</u>	I know how to move with purpose and accuracy. I know how to copy, create and explore different ways of travelling and link a range of movements and shapes, safely. I know how to perform an egg roll and log roll. I can perform basic jumps with quality and control. I know how to work well with a partner. I can remember and repeat sequences of gymnastic actions. I know how to travel in different ways.		I know how to perform a combination of actions with a change in speed, level or direction. I know how to perform gymnastics actions on the floor and over, through, across and along apparatus. I know how to perform a Front Support roll. I know how to perform a turn in the air whilst jumping. I know how to perform a range of actions with consistency, fluency and clarity of movement. I know how to spin when travelling. I know how to travel fluently with control.		I know how to perform more complex balances, including balances that require supporting own body weight. I know how to travel into and out of a roll. I can link a range of movements with fluency and finesse. I know how to perform more complex jumps and jump combinations. I know how to combine and perform gymnastic actions, shapes and balances more fluently and effectively. I can explore a range of apparatus and incorporate some into a routine.	

I know how to copy, create movement phases.
 I know how to jump and land safely, and with control, when performing off the floor and apparatus.
 I know how to perform large point balances.
 I can create floor and apparatus sequences on your own and with a partner.
 I know how to link movements with control using a range of body actions and body parts.
 I know how to repeat sequences of gymnastic actions.
 I know how to perform simple small point balances.
 I know how to perform a cat, split and stag leap.
 I know how to perform a Teddy Bear Roll.
 I can repeat a range of gymnastics actions with control and precision.
 I know how to create shapes when jumping.
 I know how to perform simple actions with a variety of hand apparatus.
 I know how to move through different levels and directions.
 I know how to combine different ways of travelling.

I know how to perform a side roll.
 I know how to work well with a partner.
 I know how to rebound jump with some success.
 I know how to combine actions and maintain the quality of performance when performing with a partner.
 I can find different ways of using shape, travel and direction.
 I can explore movements and creativity.
 I know how to create sequence of movements thinking about quality and performance.
 I know how to work well in small groups to create roll sequences, sharing ideas and listening to others.
 I can perform key shape jumps, turn jumps, and rebound jump with increased quality.
 I know how to perform a tuck roll to standing.
 I know how to leap, and leap in different directions.
 I can balance individually and with a partner.
 I know how to create, perform and repeat sequences that include changes of dynamics e.g., changes of level, speed or direction.
 I know how to perform a broad range of gymnastics actions on the floor and over, through, across and along apparatus.

I can perform in front of an audience confidently.
 I know how to apply basic compositional ideas to the sequences I create, on and off apparatus.
 I know how to combine rolls with travel to create longer movement sequences.
 I know how to find different ways to use shape and symmetry.
 I know how to perform more complex counter and weight on partner balances.
 I know how to perform balances with good control and quality, showing good strength and balance.
 I know how to create skipping sequences with a partner, sharing ideas and working well together.
 I know how to combine movement ideas fluently and effectively.
 I know how to make longer sequences of movement.
 I know how to create large group balances up to 8 people.
 I can communicate well and show good teamwork skills, such as sharing own ideas and valuing others' ideas.
 I know how to jump as a progressive activity.
 I know how to work in a group to build sequences using apparatus.
 I know how to combine dynamics using the space effectively e.g., different pathways.
 I know how to progress a variety of rolling techniques showing good body tension and control.
 Perform a variety of jumps with strength, control and finesse.

Invasion Games						
Basketball	Netball	Tag Rugby	Football	Handball	Hockey	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Pillars of Progression:</u>	FMS: Locomotor Skills Stability Skills Manipulation Skills		Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.			
<u>Declarative Knowledge:</u>	I know that using simple tactics, like moving to defend a goal, will make it difficult for opponents. I know that showing good awareness of others when playing games helps keep everyone safe. I understand some rules of the game. I know that there are attackers and defenders in games, and I can identify them. I know when to recognise space in games and use it to gain an advantage. I know when and where to run, showing good awareness of others. I know some simple plans that can create success, e.g., where to stand to make it difficult for an opponent. I know when to use simple tactics in game situations, such as deciding when to pass and when to run.		I know that taking up certain spaces/positions can make it difficult for opponents. I know that finding and using space in game situations can achieve success. I know that tactics play a role in games. I know that there are rules in games that need to be followed. I know the importance of speed when playing invasion games. I know that decision making can influence success when choosing skills to meet the the situation. I know, in game situations, when to use a range of tactics to help keep possession of the ball. I know when to apply basic attacking and defending principles - finding space (attacking), challenge a player in possession (defending). I know when to employ simple tactics in game situations. I know when to set moves that can be used in attacking play. I know when to adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. I know when to choose space/ positions where you can receive a pass or to support a teammate. I know when to choose a certain pass to keep possession.		I know that working well as part of a team will contribute to success. I know that to using different skills will help keep possession of the ball. I know that tactics can help keep possession of the ball. I understand the positions in a team and the roles they play. I know that there are different ways to defend individually and as a team. I know that there are different ways to attack individually and as a team. I know that there are defensive duties in tag rugby and the process of tagging (tag rugby). I understand to importance of keeping in a line in both attacking and defending plays (tag rugby). I know when to choose formations that suit the game and make amendments ensuring everyone has a role to play. I know when to apply principles for attacking. I know when to adapt games and activities making sure everyone has a role to play. I know how to keep the ball when faced with opponents. I know when to use the defending principles in game situations, including marking, tracking, and covering, to gain possession. I know when and what tactics to use in games to achieve success as a team. I consider the best way to score and win the game, remembering to find and use space when running.	

<u>Procedural Knowledge:</u>	I know how to move a ball in different ways. I know how to show basic ball control when sending an object to a target, catching, gathering, and rolling. I know how to play in a safe way – showing good awareness of others. I know how to stop/ catch a ball. I know how to control the ball using basic actions. I know how to move fluently, changing direction and speed – with and without a ball. – avoiding collisions. I know how to shoot to a target or goal. I know how to defend between ball and target. I know how to run, jump, balance, hop, leap, and skip. I know how to improve movement skills whilst moving with the ball in two hands, progressing to beating a defender (Tag Rugby) I know how to tag and begin tagging players in game situations (tag rugby).	I know how to move the ball keeping it under control whilst changing direction. I know how to Pass, shoot, and receive a ball with increasing accuracy, control, and success. I know how to pass in different ways e.g., high, low, fast, slow. I know how to work well as part of a team. I know how to shoot/score with some accuracy. I know how to receive a ball under control. I know how to challenge a player in possession of the ball. I know how to get into good positions to pass and receive the ball. I know how to pass the ball using different techniques. I know how to move forward to attack as part of a team – running in a line (tag rugby). I know how to work as part of a team when defending, keeping in a line, and spreading out (tag rugby).	I know how to keep good control when performing skills at speed. I know how to perform skills (e.g., passing) with accuracy, confidence, and control, and increasing speed. I know how to confidently change speed and direction to get away from a defender. I know how to keep possession of the ball when faced with opponents. I know how to combine and perform skills with control, adapting them to meet the needs of the situation. I know how to work effectively as part of a team. I know how to participate in competitive games, modified where appropriate.
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Net and Wall Games						
Badminton		Tennis		Handball		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Pillars of Progression:</u>	FMS: Locomotor Skills Stability Skills Manipulation Skills		Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.			
<u>Declarative Knowledge:</u>	I know what a rally is. I know that there are rules of the game to follow. I know when to use different skills and simple tactics to win games, such as aiming into space to score points/make it difficult for my opponent. I know when to move to get in line with the ball to receive it.		I know that consistency is important when performing skills and practising techniques. I know that there are two types of rallies and I have participated in both. I know when to take up spaces to make it difficult for my opponents to score. I know why tactics are used in games. I know when to apply basic principles for attacking and defending when facing an opponent. I know when to find as use space to my advantage in game situations. I know when to use particular skills to try and win games.		I know the benefits of having a good ready position/stance during a rally. I know when to apply principles suitable for attacking, e.g., identifying gaps I know when to apply principles suitable for defending e.g., position on court. I know when to perform tactical serves to help deceive opponents and score points.	
<u>Procedural Knowledge:</u>	I know how to engage in competitive and cooperative activities (both against self and against others). I know how to move and use the ball in different way. I know how to show basic ball control with simple actions. I know how to send a ball to a partner (throwing, pushing, rolling).		I know how to perform skills needed for the game with control and accuracy. I know how to throw and send the ball using a variety of techniques. I know how to send a ball into space at different speeds and heights to make it difficult for the opponent. I know how to Intercept and stop the ball consistently. I know how to adopt a good 'ready position' to move and catch a ball.		I know how to use the correct footwork to hit the ball/shuttle with good technique. I know how to participate in competitive games, modified where appropriate. I know how to direct a ball/shuttle to a target area. I know how to perform consistently (resulting in longer rallies).	

	I know how to perform a range action including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g., high, low, fast, slow. I know how to hold a racket correctly. I can show good awareness of others during games and activities. I know how to move fluently, changing direction and speed – showing good awareness of others. I know how to watch, track, and catch a shuttle successfully (badminton). I know how to control the shuttles movements, with and without a racket (badminton). I know how to hit the shuttle, when it's in the air, varying height, speed, and direction into space and to a partner (badminton). I know how to rally. I know how the ball can move in different ways.	I know how to perform a basic forehand shot with control and accuracy. I know how to keep a rally going using a range of shots. I know how to throw/Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent. I know how to compete with others – Keeping and following the rules of the game. I know how to move around the court well, with purpose. I know how to perform a good ready stance and structure when throwing/hitting the ball or shuttle. I know how to perform a forehand and backhand serve (badminton). I know how to hit the shuttle – in different directions, at various speeds and heights. I know how to complete a forehand and lift shot (badminton). I know how to complete a forehand and lift shot (badminton). I know how to chasse in isolation and in games (badminton).	I know how to keep a good grip on the racket to be able to play both a forehand and a backhand. I know how to perform a backhand and forehand shot with confidence. I know how to hit the shuttle whilst on the move (badminton). I know how to perform a backhand and overhead clear (badminton). I know how to perform a chasse step and lunge.
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Outdoor Adventurous Games

Orienteering

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Pillars of Progression:</u>	FMS: Locomotor Skills Stability Skills Manipulation Skills		Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.			
<u>Declarative Knowledge:</u>	I know that there are safety rules and procedures for taking part in orienteering events. I know that there are some basic features on a map and what they represent. I know that there is a competitive element to orienteering. I know that there are direction points on a compass and what they are used for. I know that working together is important in group activities. I know which route to select on a map.		I know the importance of safety rules and procedures for taking part in orienteering event. I know that there are physical aspects needed for orienteering. I know that maps are scaled down to make them accessible. I know when activities need thinking through and planning.		I know that planning strategies can help achieve success. I know that communication is vital to achieving success in team activities. I know when to move a map and when to move myself to orientate. I know what appropriate skills and approaches to choose for the challenge. I know when relevant techniques and elements are required to navigate to and from controls.	
<u>Procedural Knowledge:</u>	<i>(Not essential to teach at KS1)</i> I know how to move in different directions and a variety of different ways. I know how to map read to solve problems. I know how to take part in an orienteering event following rules and playing fairly. I know how to participate with others.		I know how to recognise where I am on a map. I know how to move with agility, balance, and coordination. I know how to participate in competitive orienteering events, following instructions of the game I know how to apply basic map reading/making skills and apply these skills and techniques in games.		I know how to use a map confidently. I know how to design a route to the controls. I know how to take part in orienteering events, such as picture orienteering and control orienteering, with success. I know how to build a detailed map. I can work well as part of a team, contributing effectively.	

Striking & Fielding Games						
Cricket			Rounders			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Pillars of Progression:</u>	FMS: Locomotor Skills Stability Skills Manipulation Skills		Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.			
<u>Declarative Knowledge:</u>	I know that there are rules of the game I must follow. I know the importance of good awareness of others when playing games. I know when to apply simple tactics, such as, hit the ball into space to help score more points.		I understand the rules of the game. I know when to communicate and collaborate with others during team games. I can discuss tactics and know when to apply tactics in game situations – for both fielding and striking.		I know that taking up positions in a game will impact on a teams success. I know what is needed to score more runs. I know when tactics will help the situation and outwit the opponents.	
<u>Procedural Knowledge:</u>	I know how to move fluently, changing direction and speed – with and without a ball. – avoiding collisions. I know how to run, jump, throw, catch, and skip. I know how to compete against myself and others. I know how to throw/hit a ball in different ways e.g., high, low, fast, slow showing basic control. I know how to catch and stop the ball, getting in line with the ball to receive it.		I know how to throw a ball over an increasing distance. I know how to catch a ball over an increasing distance. I know how to hit a ball with the correct technique. I know how to intercept and stop the ball consistently.		I know how to bowl overarm (increasing accuracy, speed, and distance). I know how to hit the ball with purpose. I know how to bowl at different speeds. I know how to work well as part of a team. I know how to participate in competitive games. I know how to perform skills such as retrieving and intercepting at speed.	

Target Games						
Dodgeball			Golf			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Pillars of Progression:</u>	FMS: Locomotor Skills Stability Skills Manipulation Skills		Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.			
<u>Declarative Knowledge:</u>	I know that the ball moves in different ways. I know that control and accuracy is needed when aiming for a target. I can choose skills needed when competing in games. I know when to throw the ball to a partner or opponent.		I know the importance of accuracy in games. I know that ball handling, striking, dodging, and catching are important skills needed to win games (dodgeball). I know when to move to get in position to both receive and throw the ball. I can discuss tactics and strategies to try and win games. I know when and how to use space in game situations (dodgeball).		I know that speed and power applied when hitting/throwing a ball will need to change depending on the target distance. I know the importance of quick reactions (dodgeball). I know the concept of the game of golf, the basic rules of the game, and some key phrases (golf). I know which skills to choose in game situations. I know when to change the pace of the ball depending on the target distance. I know when to apply tactics / strategies to try win.	
<u>Procedural Knowledge:</u>	I know how to catch a large ball. I know how to move a ball in different ways. I know how to pass, send, and roll a ball in different ways. I know how to run, jump, balance, hop, leap, and skip. I know how to send a ball towards a target. I know how to safely and correctly use a golf putter (golf).		I know how to catch a variety of different throws/shots. I know how to control my body whilst moving at speed. I know how to move the ball with control whilst on the move. I know how to perform an underarm throw. I know how to work well as part of a team. I know how to perform a side shot throw (dodgeball). I know how to dodge and jockey (dodgeball). I know how to putt accurately and effectively (golf). I know how to chip the ball safely and correctly using a chipping club (golf).		I know how to throw the ball in different ways, showing good accuracy, pace and consistently. I know how to catch a ball at different heights and speeds. I know how to take part in competitive game, working together as a team, following rules, and playing fairly. I know how to move quickly and use different ways to dodge to ball – jump, skip, jockey, gallop (dodgeball). I know how to play a drive shot (golf). I know how to putt accurately (golf). I know how to chip for height and drive for distance (golf).	

(PE Life Skills)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pillars of Progression:	FMS: Locomotor Skills Stability Skills Manipulation Skills		Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.			
<u>Health, Fitness & Wellbeing</u>	Understand why being active and playing games is good for you. Describe why running and playing games is good for you. I know what foods are healthy and what foods are unhealthy, and why eating well is good for you. I understand the benefits of exercise.		Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. Develop the understanding of the importance of speed and stamina when playing invasion games. Improve physical fitness. Discuss the importance of leading a healthy lifestyle.		Understand the importance of being physically fit and how physical activity can contribute to a healthy lifestyle. Develop physical fitness and be able to describe its importance in orienteering. Know how handball helps your fitness and health. Recognise exercise and activities that help strength, speed, and stamina. Develop physical characteristics needed for the game, e.g., speed, fitness, agility. I understand the importance of good upper body strength. I appreciate physical fitness as a life long habit.	
<u>Body Awareness</u>	Understand and describe changes to your heartrate when playing a game. Describe what it feels like to breathe quickly during exercise.		Communicate what you want through your dances. Describe how their bodies feel when exercising. Understand the link between heartrate and breathing when exercising.		Move in a way that reflects the music. Understand how the muscles work, e.g., work by getting shorter, relax by getting longer. Explain how your body reacts and feels when taking part in different activities and undertaking different roles.	
<u>Warm-up & Cool-down</u>	Begin to understand the importance of preparing safely and carefully for exercise – warming up/down.		Devise suitable warm-up activities for the upcoming activities. Understand the importance of warming up and cooling down.		Create short warm up routines that follow basic principles e.g., raises body temperature, mobilise joints muscles. Suggest ideas for warming up, explaining your choices. Know what makes a good warm down e.g., it calms the body, prevents stiffness, settles the mind. Take responsibility for your own warm up.	
<u>Safety</u>	Demonstrate an appreciation of safety when using apparatus and equipment. Follow instructions to complete a task. Understand how to play in a safe way.		Demonstrate an appreciation of safety when lifting, moving, and placing apparatus and equipment. Play games in a safe and fair manner.		Coordinate lifting and moving apparatus in a safe and sensible way.	

<u>Evaluation</u>	Watch and describe a performance accurately and recognise what is successful. Evaluate successful and unsuccessful techniques. Describe what you have done or seen others do. Identify what skills you need to practice.	Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance. Able to describe your own dance, taking characters into account and Identifying what they need to practice to improve their dance. Describe and evaluate the effectiveness and quality of work. Identify what you need to practice to improve your performance.	Compare your performance with previous ones and demonstrate improvement to achieve a personal best. Discuss what you find easy and difficult. Identify what they have done well and adapt plans for future challenges. Watch and evaluate the success of games and good performance and explain why a performance is good. Recognise and evaluate performances providing constructive feedback.
<u>Feedback</u>	Use peer feedback to improve their own performance and recognise good quality in others. Recognise what is successful, listen to others, and copy actions and ideas to improve your skills.	Identify and evaluate parts of your own game and others, providing feedback. Recognise players who play well in games and give reasons why.	Identify strengths and weaknesses of your own and other performances and explain your reasoning. Engage in constructive feedback. Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback. Give feedback to individual, team, and your own performance, describing the best points, suggesting improvements, commenting on techniques and tactics.
<u>Peer-coaching</u>	Describe to others how to hold and grip the racket on forehand shots.	Identify and describe the skills needed to improve your game and show this to others. Able to describe the correct technique to others.	Share, discuss and apply techniques with others. Understand how to improve in different physical activities and sport and discuss with others.
<u>Measuring & Improving</u>	Copy actions and ideas and use the information to improve their skills. Identify good technique and justify why it is good. Use actions / ideas they have seen to improve their own skills.	Where appropriate, independently measure performance and set targets to improve.	Develop an understanding of how to improve in different physical activities and sports.
<u>Leadership & Teamwork</u>	Work individually and with others. Show good teamwork and sportsmanship when taking part in competitive throwing. Work well in big groups, sharing, taking turns, and cooperating with others. Understand how communication can help to solve problems with others.	Enjoy competing and performing with others. Communicate, collaborate, and compete with others, following the rules of the game. Work as a team to plan and decide what approach to use to meet the challenge set. Communicate effectively with other people and discuss plans to achieve success.	Work effectively as part of a team, recognising success. Share ideas in small groups, working together to create a routine incorporating different elements. Communicate, collaborate, and compete with others. Adapt games and activities making sure everyone has a role to play. Work within a team, leading, trusting others, and valuing each other.
<u>Reciprocal Teaching</u>			Engage in reciprocal teaching, taking turns to teach each other a new skill or tactic.