

Years 1 and 2						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
PE Focus on Physical and Cognitive skills	Social and Emotional Development By the end of Year 1, pupils should be able to: Understand key safety principles eg: using equipment safely, moving and landing safely Work independently on simple tasks, for short periods, asking for help when needed Work with a partner, sharing and taking turns Listen to feedback from a partner Watch while someone shows them an action Show an awareness of why exercise is good for health Say how their bodies feel before, during and after exercise			By the end of Year 2, pupils should be able to: With encouragement, persist when learning is challenging and understand the importance of practice Work independently and have a range of strategies for accessing help when needed Support and encourage others with their work Have the confidence to share their work and ideas and listen to others do the same. Work with a partner to plan and review work Describe how their bodies change before, during and after exercise Explain why it is important to warm up and cool down		
	Year 1 Copy single movements and skills with a reasonable degree of accuracy and developing control Demonstrates good static balance across a range of different body shapes and positions and using bases of varying sizes Begin to develop simple dynamic balance Year 2 Move confidently in a range of different ways, linking together simple actions with control. Show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts Begin to apply simple physical skills in team games	Year 1 Perform simple dances using simple movement patterns, with prompts Move in a range of different ways with increasing control Year 2 Perform a short series of actions/movements with some changes in level, speed and direction Create and perform simple dances using simple movement patterns Show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts Begin to apply simple physical skills in team games	Year 1 Send and receive a variety of objects with developing control Year 2 Show good dynamic balance in a range of different contexts Show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts Begin to apply simple physical skills in team games	Year 1 Copy single movements and skills with a reasonable degree of accuracy and developing control Demonstrates good static balance across a range of different body shapes and positions and using bases of varying sizes Begin to develop simple dynamic balance Year 2 Move confidently in a range of different ways, linking together simple actions with control. Show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts Begin to apply simple physical skills in team games	Year 1 Perform simple dances using simple movement patterns, with prompts Move in a range of different ways with increasing control Year 2 Perform a short series of actions/movements with some changes in level, speed and direction Create and perform simple dances using simple movement patterns Show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts Begin to apply simple physical skills in team games	Year 1 Perform simple dances using simple movement patterns, with prompts Move in a range of different ways with increasing control Year 2 Perform a short series of actions/movements with some changes in level, speed and direction Create and perform simple dances using simple movement patterns Show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts Begin to apply simple physical skills in team games
Years 3 and 4						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
PE Focussing on Physical, Cognitive skills.	Social and Emotional Development By the end of Year 3, pupils should be able to: Recognise where they are with their learning and challenge themselves Persevere with challenging tasks and react positively when things are difficult Co-operate with others on simple tasks and give and receive feedback Work effectively in small groups where roles are clearly defined Recognise when others are finding tasks challenging and provide support and encouragement Describe the basic fitness components Explain how often and how long they should exercise to be healthy Record and monitor how hard they are working			Social and Emotional Development By the end of Year 4, pupils should be able to: Identify and describe their own strengths and weaknesses Set appropriate and challenging targets for themselves Contribute to organising roles and responsibilities within a small group Guide a small group through a simple task Select and perform their own warm up and cool down activities, appropriate to the activity Explain how different activities help develop the different components of fitness		
	Football, Gymnastics/Yoga, Outdoor Adventurous Activities (OAA), Basketball Year 3 Use a broad range of movement skills with control and consistency and relevant to the learning context. Begin to use fundamental movement skills in combination in sequences and in small game situations. Begin to use skills effectively to execute simple attack and defence strategies in a range of modified game situations. Identify which actions are harder / easier Show an understanding of simple attacking and defending strategies Identify similarities in their own and others' work Use given success criteria to identify what they can do well and begin to suggest areas for improvement	Hockey, Netball, Dance, Tag Rugby Year 3 Begin to use fundamental movement skills in combination in sequences and in small game situations. Begin to use skills effectively to execute simple attack and defence strategies in a range of modified game situations. Show an understanding of simple attacking and defending strategies Identify similarities in their own and others' work Use given success criteria to identify what they can do well and begin to suggest areas for improvement Year 4 Combine movements in different ways to produce different outcomes.	Tennis, Athletics, Cricket, Swimming Year 3 Begin to use fundamental movement skills in combination in sequences and in small game situations. Begin to use skills effectively to execute simple attack and defence strategies in a range of modified game situations. Apply physical skills with increasing confidence in a range of different activity areas Show an understanding of simple attacking and defending strategies Identify similarities in their own and others' work Use given success criteria to identify what they can do well and begin to suggest areas for improvement Year 4	Football, Gymnastics/Yoga, Outdoor Adventurous Activities (OAA), Basketball Year 3 Use a broad range of movement skills with control and consistency and relevant to the learning context. Begin to use fundamental movement skills in combination in sequences and in small game situations. Begin to use skills effectively to execute simple attack and defence strategies in a range of modified game situations. Identify which actions are harder / easier Show an understanding of simple attacking and defending strategies Identify similarities in their own and others' work Use given success criteria to identify what they can do well and begin to suggest areas for improvement	Hockey, Netball, Dance, Tag Rugby Year 3 Begin to use fundamental movement skills in combination in sequences and in small game situations. Begin to use skills effectively to execute simple attack and defence strategies in a range of modified game situations. Show an understanding of simple attacking and defending strategies Identify similarities in their own and others' work Use given success criteria to identify what they can do well and begin to suggest areas for improvement Year 4 Combine movements in different ways to produce different outcomes.	Tennis, Athletics, Cricket, Swimming Year 3 Begin to use fundamental movement skills in combination in sequences and in small game situations. Begin to use skills effectively to execute simple attack and defence strategies in a range of modified game situations. Apply physical skills with increasing confidence in a range of different activity areas Show an understanding of simple attacking and defending strategies Identify similarities in their own and others' work Use given success criteria to identify what they can do well and begin to suggest areas for improvement Year 4

	<p>Year 4 Use fundamental movement skills in combination and with increasing confidence. Apply their skills in a range of modified game situations. Use skills effectively to execute simple attack and defence strategies in a range of modified game situations. Identify why one action/series of actions is more effective than another using given criteria for success Use an awareness of space and others to make good decisions Describe what they can do well and suggest areas for improvement</p>	<p>Apply their skills in a range of modified game situations. Use skills effectively to execute simple attack and defence strategies in a range of modified game situations. Use an awareness of space and others to make good decisions Describe what they can do well and suggest areas for improvement</p>	<p>Apply their skills in a range of modified game situations. Use skills effectively to execute simple attack and defence strategies in a range of modified game situations. Respond creatively in different situations by adjusting skills or tactics to achieve a successful outcome Use an awareness of space and others to make good decisions Describe what they can do well and suggest areas for improvement</p>	<p>Year 4 Use fundamental movement skills in combination and with increasing confidence. Apply their skills in a range of modified game situations. Use skills effectively to execute simple attack and defence strategies in a range of modified game situations. Identify why one action/series of actions is more effective than another using given criteria for success Use an awareness of space and others to make good decisions Describe what they can do well and suggest areas for improvement</p>	<p>Apply their skills in a range of modified game situations. Use skills effectively to execute simple attack and defence strategies in a range of modified game situations. Use an awareness of space and others to make good decisions Describe what they can do well and suggest areas for improvement</p>	<p>Apply their skills in a range of modified game situations. Use skills effectively to execute simple attack and defence strategies in a range of modified game situations. Respond creatively in different situations by adjusting skills or tactics to achieve a successful outcome Use an awareness of space and others to make good decisions Describe what they can do well and suggest areas for improvement</p>
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Years 5 and 6

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
<p>PE Focussing on Physical and Cognitive skills.</p>	<p>Social and Emotional Development <u>By the end of Year 5, pupils should be able to:</u> Receive constructive feedback and use it to improve their performance Challenge feedback appropriately and express a different perspective Give feedback in a constructive and sensitive manner to improve their own performance and that of others Negotiate and collaborate effectively with others, in a range of contexts Plan simple activities for themselves and others that will enable them to improve their fitness or specific aspects of their performance Identify the possible dangers when planning an activity</p>			<p>Social and Emotional Development <u>By the end of Year 6, pupils should be able to:</u> Create their own learning plan and revise it when necessary Make appropriate decisions about how to further their own learning and that of others Lead a group to achieve a successful outcome in a range of different activities Involve and motivate others to perform better Explain how different individuals need different types and levels of fitness to be more effective in their activity / role / event</p>		
	<p>Year 5 Use a wide range of different movements in combination, maintaining good control, in a range of small sided game situations. Develop increasingly complex sequences of movements Explain clearly how to develop their own and others' work Formulate strategies to outwit opponents Identify aspects of their own performance that need to be improved and explain how Year 6 Show confidence in adapting movements and skills to meet a specific outcome Apply their skills confidently in a range of sport specific contexts</p>	<p>Year 5 Use a wide range of different movements in combination, maintaining good control, in a range of small sided game situations. Begin to adapt the performance of different movements to meet the outcomes required Use a variety of skills and techniques creatively to engage an audience Formulate strategies to outwit opponents Year 6 Combine complex sequences of actions with quality and fluency Apply their skills confidently in a range of sport specific contexts</p>	<p>Year 5 Use a wide range of different movements in combination, maintaining good control, in a range of small sided game situations. Plan and organise how to use skills and techniques to produce increasingly successful responses to a task Explain clearly how to develop their own and others' work Identify aspects of their own performance that need to be improved and explain how Plan and organise how to use skills and techniques to produce increasingly successful responses to a task Year 6 Apply their skills confidently in a range of sport specific contexts Identify key strengths and weaknesses of their own and others' performances and know how to improve Compare the complexities of different compositional elements, skills or tactics and how they affect performance Change their tactics in response to the actions of their opposition</p>	<p>Year 5 Use a wide range of different movements in combination, maintaining good control, in a range of small sided game situations. Develop increasingly complex sequences of movements Explain clearly how to develop their own and others' work Formulate strategies to outwit opponents Identify aspects of their own performance that need to be improved and explain how Year 6 Show confidence in adapting movements and skills to meet a specific outcome Apply their skills confidently in a range of sport specific contexts</p>	<p>Year 5 Use a wide range of different movements in combination, maintaining good control, in a range of small sided game situations. Begin to adapt the performance of different movements to meet the outcomes required Use a variety of skills and techniques creatively to engage an audience Formulate strategies to outwit opponents Year 6 Combine complex sequences of actions with quality and fluency Apply their skills confidently in a range of sport specific contexts</p>	<p>Year 5 Use a wide range of different movements in combination, maintaining good control, in a range of small sided game situations. Plan and organise how to use skills and techniques to produce increasingly successful responses to a task Explain clearly how to develop their own and others' work Identify aspects of their own performance that need to be improved and explain how Plan and organise how to use skills and techniques to produce increasingly successful responses to a task Year 6 Apply their skills confidently in a range of sport specific contexts Identify key strengths and weaknesses of their own and others' performances and know how to improve Compare the complexities of different compositional elements, skills or tactics and how they affect performance Change their tactics in response to the actions of their opposition</p>