		T	Years 1 and 2	T	I		
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B	
PE	Social and Emotional Development			By the end of Year 2, pupils should be able to:			
	By the end of Year 1, pupils should be able to:	· · · · · · · · · · · · · · · · · · ·			challenging and understand the importance of pra		
Focus on Dhysical and	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 independently and have a range of strategies for accessing help when neededSupport and encourage others with their work Have the confidence to share their work and ideas and listen to others do the same.			
Focus on Physical and Cognitive skills	Work with a partner, sharing and taking turns	periods, asking for help when needed		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			
COSTILLIVE SKIIIS	Listen to feedback from a partner			Describe how their bodies change before, during and after exercise			
	Watch while someone shows them an action			Explain why it is important to warm up and cool down			
	Show an awareness of why exercise is good for health						
	Say how their bodies feel before, during and at	ter exercise					
	Vers 1	Vocat	Vocat	Verral	Voca 1	Vers 1	
	Year 1 Copy single movements and skills with a	Year 1 Perform simple dances using simple	Year 1 Send and receive a variety of objects with	Year 1 Copy single movements and skills with a	Year 1 Perform simple dances using simple	Year 1 Perform simple dances using simple	
	reasonable degree of accuracy and	movement patterns, with prompts	developing control	reasonable degree of accuracy and	movement patterns, with prompts	movement patterns, with prompts	
	developing control	Move in a range of different ways with	developing control	developing control	Move in a range of different ways with	Move in a range of different ways with	
	Demonstrates good static balance across a	increasing control		Demonstrates good static balance across a	increasing control	increasing control	
	range of different body shapes and positions		Year 2	range of different body shapes and positions			
	and using bases of varying sizes	Year 2	Show good dynamic balance in a range of	and using bases of varying sizes	Year 2	Year 2	
	Begin to develop simple dynamic balance	Perform a short series of actions/movements	different contexts	Begin to develop simple dynamic balance	Perform a short series of actions/movements	Perform a short series of actions/movemer	
		with some changes in level, speed and	Show good co-ordination skills to throw,		with some changes in level, speed and	with some changes in level, speed and	
	Year 2	direction	catch, strike, bounce, trap and kick a variety	Year 2	direction	direction	
	Move confidently in a range of different	Create and perform simple dances using	of objects in different contexts	Move confidently in a range of different	Create and perform simple dances using	Create and perform simple dances using	
	ways, linking together simple actions with control.	simple movement patterns Show good co-ordination skills to throw,	Begin to apply simple physical skills in team	ways, linking together simple actions with control.	simple movement patterns Show good co-ordination skills to throw,	simple movement patterns Show good co-ordination skills to throw,	
	Show good co-ordination skills to throw,	catch, strike, bounce, trap and kick a variety	games	Show good co-ordination skills to throw,	catch, strike, bounce, trap and kick a variety	catch, strike, bounce, trap and kick a variet	
	catch, strike, bounce, trap and kick a variety	of objects in different contexts		catch, strike, bounce, trap and kick a variety	of objects in different contexts	of objects in different contexts	
	of objects in different contexts	Begin to apply simple physical skills in team		of objects in different contexts	Begin to apply simple physical skills in team	Begin to apply simple physical skills in team	
	Begin to apply simple physical skills in team	games		Begin to apply simple physical skills in team	games	games	
	games			games			
			Years 3 and 4				
	A.utuuma A	Carina A	1	Autum B	Carina D	Summer B	
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B	
PE	Social and Emotional Development By the end of Year 3, pupils should be able to: By the end of Year 4, pupils should be able to:						
	Recognise where they are with their learning ar	nd challenge themselves		Identify and describe their own strengths and weaknesses Set appropriate and challenging targets for themselves			
Focussing on Physical,	Persevere with challenging tasks and react posi						
Cognitive skills.	Co-operate with others on simple tasks and give	e and receive feedback		Contribute to organising roles and responsibilities within a small group			
	Work effectively in small groups where roles ar	e clearly defined		Guide a small group through a simple task			
	Recognise when others are finding tasks challer			Select and perform their own warm up and coo			
	Describe the basic fitness components	nging and provide support and encouragement					
	Describe the basic fitness components Explain how often and how long they should ex	nging and provide support and encouragement ercise to be healthy		Select and perform their own warm up and coo			
	Describe the basic fitness components Explain how often and how long they should ex Record and monitor how hard they are working	nging and provide support and encouragement recise to be healthy	Tennis, Athletics, Cricket, Swimming	Select and perform their own warm up and coc Explain how different activities help develop the	e different components of fitness	Tennis, Athletics, Cricket, Swimming	
	Describe the basic fitness components Explain how often and how long they should ex Record and monitor how hard they are working Football, Gymnastics/Yoga, Outdoor	nging and provide support and encouragement ercise to be healthy	Tennis, Athletics, Cricket, Swimming Year 3	Select and perform their own warm up and coo		Tennis, Athletics, Cricket, Swimming Year 3	
	Describe the basic fitness components Explain how often and how long they should ex Record and monitor how hard they are working Football, Gymnastics/Yoga, Outdoor Adventurous Activities (OAA), Basketball Year 3	reging and provide support and encouragement sercise to be healthy Hockey, Netball, Dance, Tag Rugby		Select and perform their own warm up and coo Explain how different activities help develop the Football, Gymnastics/Yoga, Outdoor Adventurous Activities (OAA), Basketball Year 3	e different components of fitness Hockey, Netball, Dance, Tag Rugby		
	Describe the basic fitness components Explain how often and how long they should ex Record and monitor how hard they are working Football, Gymnastics/Yoga, Outdoor Adventurous Activities (OAA), Basketball	reging and provide support and encouragement sercise to be healthy Hockey, Netball, Dance, Tag Rugby Year 3	Year 3	Select and perform their own warm up and coc Explain how different activities help develop the Football, Gymnastics/Yoga, Outdoor Adventurous Activities (OAA), Basketball	Hockey, Netball, Dance, Tag Rugby Year 3	Year 3	
	Describe the basic fitness components Explain how often and how long they should ex Record and monitor how hard they are working Football, Gymnastics/Yoga, Outdoor Adventurous Activities (OAA), Basketball Year 3	reging and provide support and encouragement sercise to be healthy Hockey, Netball, Dance, Tag Rugby Year 3 Begin to use fundamental movement skills in	Year 3 Begin to use fundamental movement skills in	Select and perform their own warm up and coo Explain how different activities help develop the Football, Gymnastics/Yoga, Outdoor Adventurous Activities (OAA), Basketball Year 3	Hockey, Netball, Dance, Tag Rugby Year 3 Begin to use fundamental movement skills in	Year 3 Begin to use fundamental movement skills	
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	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	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	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	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	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	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	
			Years 5 and 6				
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B	
PE Focussing on Physical and Cognitive skills.	Social and Emotional Development By the end of Year 5, pupils should be able to: 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			Social and Emotional Development By the end of Year 6, pupils should be able to: 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			
	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	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	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	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	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	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	