

### National Curriculum requirements of PE

## KEY STAGE 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations.

## KEY STAGE 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Dance	Creates movement in response to music	Copies and explores basic movements and body patterns.	Copies, explores and remembers moves and positions.	Beginning to improvise independently to create a simple dance.	Moves in a clear, fluent and expressive manner.	Begins to use exaggerated movements through expressions.	Composes creative and imaginative dance sequences.
			Link two or more actions to perform a sequence.	Beginning to adapt movements into sequences.	Refine movements into sequences.	Develop fluency through varied transitions between movements.	Perform and create complex sequences.
	Uses movement to express feelings.	Use movements to communicate feelings.	Move with careful control and coordination.	Begin to develop physical strength and suppleness by practising moves and stretching.	Develop physical strength and suppleness by practising moves and stretching.	Use movements through a sequence that show strength and suppleness.	Perform complex moves that combine strength and stamina.
			Choose movements to communicate a mood, feeling or idea.	Translates ideas into movement.	Creates dances and movements that convey a definite idea.	Create dances using controlled movements to a stimuli or theme.	Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.
	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	Links movements to sounds and music	Varies levels and speed in sequences and use space effectively.	Beginning to demonstrate rhythm and spatial awareness.	Demonstrates rhythm and spatial awareness.	Develop change of pace in movements throughout a routine and use the space provided to a maximum	Is able to move accurately to the beat in a dance sequence.

	Beginning to talk about movements made.	Beginning to describe a short dance.	Use vocabulary to describe a short dance.	Uses simple dance vocabulary to compare and improve work (Begin to evaluate).	Modifies parts of a sequence after self-evaluation and begins to critique work of others continuing to use dance vocabulary.	Begin to evaluate sequences using more complex dance vocabulary	Evaluate sequences using complex dance vocabulary.
	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Gymnastics</b>	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Copies and explores basic movements with some control and coordination.	Copy and remember actions.	Begin to link actions to create a sequence.	Plan, perform and repeat sequences.	Develop composition by performing more complex sequences.	Create complex and well-executed sequences that include a full range of movements.
		Can link two movements with simple transitions.	Link two or more actions to make a sequence.	Copies, explores and remembers a variety of movements and uses these to create a sequence.	Refine movements into sequences.	Begin to consider linking movements in a sequence.	Include in a sequence set pieces, choosing the most appropriate linking elements.
	Travels with confidence and skill around, under, over and through balancing and climbing equipment.	Begin to use equipment safely and with confidence.	Climb safely on equipment with confidence.	Uses equipment in a variety of ways.	Swing and hang from equipment safely (using hands).	Begin to use equipment to vault and swing (remaining upright).	Use equipment to vault and swing (remaining upright).
	Talks about movements made.	Beginning to use vocabulary to describe sequences.	Beginning to notice similarities and differences in performances and use vocabulary to describe this.	Describes and begins to evaluate their work using simple gym vocabulary.	Beginning to use gym vocabulary to discuss how to improve and refine performances.	Recognise skills and techniques and how they are applied in their own work. Use more complex gym vocabulary to describe how to improve and refine performances.	Analyse and comment on skills and techniques and how these are applied in their own and others' work. Use more complex gym vocabulary to describe how to improve and refine performances.
	Can stand momentarily on one foot when shown.	Beginning to balance with some control.	Hold a position whilst balancing on different points of the body.	Beginning to develop good technique when balancing.	Show a kinaesthetic sense in order to improve the placement and alignment of body parts (eg. In balances experiment to find out how to get the centre of gravity over base).	Increasing kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).	Demonstrate good kinaesthetic awareness. Holds shapes that are strong, fluent and expressive.

		Begin to be aware of contrasts (such as small/tall, straight/curved, wide/narrow).	Show contrasts (such as small/tall, straight/curved, wide/narrow).	Begin to show changes in direction, speed and level during a performance.	Show changes in direction, speed and level during a performance.	Begin to vary speed, direction, level and body rotation during floor performances.	Vary speed, direction, level and body rotation during floor performances.
	Jumps off an object and lands appropriately.	Jump in a variety of ways.	Jump in a variety of ways and land with increasing control and balance.	Travel in a variety of ways showing control and awareness of space.	Travel in a variety of ways, including flight, by transferring weight to generate power in movements.	Practise and refine the gymnastic techniques used in performances.	Practise and refine the gymnastic techniques used in performances.
	Moves freely and with pleasure and confidence in a range of ways.	Beginning to use rolling to travel.	Travel by rolling forwards, backwards and sideways.				
	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Games</b>	Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.	Run with confidence and control.	Run with confidence, altering speed and direction appropriately.	Run consistently and smoothly at different speeds.	Run at appropriate speeds throughout a competitive game.	Run with an effective technique.	Maintain a good running technique whilst in a competitive situation.
	Sending skills – Roll a ball underarm, underarm and overarm throw.	Maintain a good running technique whilst in a competitive situation.	Use rolling, hitting, running, jumping, catching and kicking skills in combination	Beginning to show confidence in ball skills in various ways.	Throw and catch with control and accuracy.	Shows confidence in ball skills in various ways and can link them together in a game situation.	Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.) Maintains possession during game situations.
				Beginning to be able to strike a ball with accuracy.	Strike a ball and field with control.	Strike a bowled or volleyed ball. Use forehand when playing racket games.	Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games.
	Play with others safely and fairly.	Beginning to be aware of simple tactics in games.	Develop simple tactics and use them appropriately.	Beginning to understand how to compete with each other in a controlled manner using tactics.	Choose appropriate tactics to cause problems for the opposition.	Choose the appropriate tactics for a game.	Field, defend and attack tactically by anticipating the direction of play.

		Beginning to communicate (simple language).	Communication is clearer and using simple commands.		Compares and comments on skills using technical vocabulary.	Compares and comments on skills using technical vocabulary and provides suggestions to improve performance.	Compares and comments on skills using technical vocabulary and provides suggestions to improve performance.
		Begin to follow simple rules in a game.	Follow simple rules in a game.	Understand the importance of rules in rules.	Follow the rules of a game and play fairly.	Adopt a good sporting attitude.	Uphold the spirit of fair play and respect in all competitive situations.
		Participate in simple games.	Beginning to develop an understanding of attacking/defending using the terms 'opponent' and 'team-mate'.	Understand movement into or closing down others' space.	Apply basic skills for attacking and defending, passing to a team-mate at appropriate times.	Maintain good teamwork whilst in a competitive situation.	Apply attacking and defending with fluent transitioning to improve performance demonstrating strong communication skills.
			Lead others when appropriate.	Be willing to take on a leading role.	Lead others and act as a respectful team member	Beginning to act as a good role model in a competitive situation.	Lead others when called upon and act as a good role model within a team.
	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>OAA</b>	n/a	n/a	Begin to choose simple approaches to solve problems and challenges.	Realise that activities need thinking through and recognise the need for planning.	Choose sensible skills and approaches for challenges set.	Use skills with control in problem solving activities and challenges.	Use physical, and teamwork skills successfully in a variety of different challenges.
			Use equipment given as intended.	Collect equipment instructed for OAA.	Arrive properly equipped for OAA.	Begin to consider equipment needed for OAA.	Select appropriate equipment for OAA
			Work safely by listening to instructions.	Begin to consider possible risks and how to manage them.	Understand the need to show accomplishment in managing risks.	Begin to identify risks and take expert advice to find ways to manage them.	Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.
			Begin to work as part of a team.	Work as a team member and begin to take on a leadership role.	Show ability to both lead and form part of a team.	Confidently lead a team and be a team member.	Embrace both leadership and team roles and gain the commitment and respect of a team.
				Begin to accept support if needed,	Support others and seek support if	Be prepared to give support and accept it as is required.	Empathise with others and offer support without being asked.

				and give support to others.	required when the situation dictates.		Seek support from the team and the experts if in any doubt.
				Begin to show resilience when plans do not work and initiate new ways of working.	Show resilience when plans do not work and initiate new ways of working.	Begin to show positivity in a challenging situation.	Remain positive even in the most challenging situations, rallying others if needed.
				Use a simple map and compass.	Begin to use maps, compasses and digital devices to orientate themselves.	Use a range of devices to orientate themselves.	Confidently use a range of devices to orientate themselves.
					Be aware of changing conditions	Remain aware of changing conditions and change plans if necessary.	Quickly assess changing conditions and adapt to ensure safety comes first.
	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Athletics</b>	Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles, when playing racing and chasing games with other children. .	Can run at different speeds.	Can change speed and direction whilst running.	Beginning to run at speeds appropriate for the distance.	Beginning to build a variety of running techniques.	Beginning to build a variety of running techniques and use with confidence.	Use a variety of running techniques with confidence and skill.
	Start to perform fundamental skills at an emerging level	Can jump from a standing position.	Can jump from a standing position with accuracy and stability.	Can perform a running jump with some accuracy.	Can perform a running jump with more than one component (Triple jump).	Can perform a running jump with more than one component.	Can perform a running jump with more than one component.
	Sending skills – Roll a ball underarm, underarm throw and overarm throw	Performs a variety of throws with basic control.	Performs a variety of throws with control and co-ordination. Prepare for throwing events.	Performs a variety of throws using a selection of equipment.	Demonstrates accuracy in throwing and catching activities.	Demonstrates accuracy and confidence in throwing and catching activities.	Demonstrates accuracy and confidence in throwing and catching.
	Beginning to use equipment safely.	Can use equipment safely.	Can use equipment safely with some control.	Can use equipment safely and with good control.	Can use equipment safely and with good control.	Can use equipment safely and with good control.	Can use equipment safely and with good control.

	Beginning to talk about what they are doing.	Can talk about what they are doing.	Beginning to use some correct vocabulary when talking about what they are doing.	Can use some correct vocabulary when talking about what they are doing.	Describes good athletic performance using correct vocabulary.	Describes good athletic performance using correct vocabulary. Beginning to record peers performances and evaluate these.	Describes good athletic performance using correct vocabulary. Records peers performances and evaluate these.
	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Swimming</b>			Enter and exit the water carefully, using steps.	Enter the water carefully as taught, from the side.	Enter and exit the water carefully as taught, from the side.	Enter the water safely by jumping in and exit from the side.	Enter the water safely by diving.
			Swim unaided up to 25 metres.	Begin to swim more than 25 metres unaided.	Swim between 25 and 50 metres unaided.	Swim between 50 and 100 metres unaided.	Swim over 100 metres unaided.
			Use one basic stroke, breathing correctly.	Begin to use more than one stroke and consider the appropriate breathing.	Use more than one stroke and coordinate breathing as appropriate for the stroke being used.	Use a range of strokes, breathing appropriately for the stroke.	Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.
			Control leg movements	Begin to coordinate leg and arm movements	Coordinate leg and arm movements	Swim with more fluency, beginning to control strokes.	Swim fluently with controlled strokes.
				Begin to swim at the surface and below the water.	Swim at the surface and below the water.	Begin to turn at the end of a length.	Turn efficiently at the end of a length.