



We use the Get Set for PE Program to deliver PE in school.

FUNDAMENTAL MOVEMENT SKILLS [FMS] through fundamentals, fitness and athletics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and coordination when running at different speeds.	Show balance, coordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distance or for longer periods of time.
Explore skipping as a travelling action.	Begin to link running and jumping movement with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping actions.	Link running, jumping and hopping actions with greater control and coordination.
Jump and hop with bent knees.	Jump, leap and hop; choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of the technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height; using good technique.
Throwing larger balls and beanbags into space.	Throw towards a target.	Change techniques to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a light target.	Show accuracy and power when throwing for distance.	Show accuracy and good technique when when throwing for distance.
Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
Change direction at a slow pace.	Begin to show balance and coordination when changing direction.	Demonstrate balance and coordination when changing direction.	Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improve body posture and speed when changing direction.	Change direction with a fluent action and can transition smoothly between varying speeds.
Explore moving different parts together.	Use coordination with and without equipment.	Perform actions with increased control when coordinating their body with and without equipment.	Can coordinate their bodies with increased consistency in a variety of activities.	Begin to coordinate their body at speed in response to a task.	Can coordinate a range of body parts at increased speed.	Can coordinate a range of body parts with a fluent action, at a speed appropriate for the challenge.

National Curriculum

KS1: Master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

KS2: Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

**BODY MOVEMENT [through Yoga and Gymnastics]**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create shapes showing a basic level of stillness; using different parts of their body.</p> <p>Copy individual and whole-body movements with some control and co-ordination.</p> <p>Begin to take weight on different body parts.</p> <p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple individual and whole-body movements together.</p> <p>Watch others work.</p>	<p>Copy, explore and perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Remember, repeat and link basic gymnastics actions together.</p> <p>Watch and discuss my own and others' work.</p> <p>Safely perform a teacher-led warm-up and cool down.</p> <p>Use space safely, showing an awareness of others.</p>	<p>Perform balances in different body parts with some control and balance.</p> <p>Take body weight on different body parts; with and without apparatus.</p> <p>Copy, remember, repeat and plan linking simple actions with some control, coordination and technique.</p> <p>Select and link basic gymnastics actions into short fluent movement phrases.</p> <p>Identify and describe the difference between my own and others' work.</p> <p>Explain the need for a warm-up and cool down, recognising what is happening to my body during exercises.</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking on weight on different body parts for longer periods of time.</p> <p>Select and link gymnastics actions fluently into longer movement phrases.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Describe my own and others' work, noting similarities and differences. Make suggestions for improvement.</p> <p>Work safely, handling a range of hand, small and large apparatus.</p>	<p>Copy, remember, explore and repeat gymnastics actions with consistent control. Co-ordination, quality and clarity.</p> <p>Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight.</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p> <p>Describe my own and others' work, noting similarities and differences. Make suggestions for improvement.</p> <p>Work safely, handling a range of hand, small and large apparatus.</p>	<p>Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform, as well as the actions they chose to link them.</p> <p>Select, link and perform increasingly complex gymnastics actions fluently into individual, pair and group sequences.</p> <p>Identify and act upon criteria to refine, improve and modify gymnastics actions and sequences.</p>	<p>Copy, remember, explore and repeat increasingly complex gymnastics actions with some control, co-ordination, quality and clarity.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Select and link increasingly complex gymnastics actions fluently into individual, pair and group sequences.</p> <p>Identify and act upon criteria to refine, improve and modify gymnastics actions and sequences.</p> <p>Demonstrate specific aspects of warm-up and cool down.</p>

National Curriculum:

KS1: Master basic movements as well as developing balance, agility and co-ordination.

KS2: Develop flexibility, strength, technique, control and balance.

GAMES [through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games]						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball with feet.	Move a ball using different parts of the foot.	Dribble a ball with some success, stopping when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situation.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit and opponent.
Kick larger balls to space.	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking techniques with control.
Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them with and without a bounce.	Catch a ball passed to them using one hand and two hands with some success.	Catch a ball pass to them using one and two hands with increasing success.	Catch and interpret a ball using one and two hands with some success in game situations.	Catch and interpret a ball using one and two hands with increasing success in game situations.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball with consideration for the next move.
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy.	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with some increasing speed in game situations.	Change direction to lose an opponent with some success.	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Confidently change direction successfully to outwit an opponent.
Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals or limit others scoring.	Use space with some success in game situations.	Create and use space with some success in game situations.	Use a variety of techniques to change direction to lose an opponent.	Effectively create and use space for self and other to outwit an opponent.
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and within a game.	Use simple tactics to help their team score or gain possession.	Create and use space for self and other with some success.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
					Understand the need for tactics and can identify when to use them in different situations.	

National Curriculum:

KS1: Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

KS2: Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

DANCE and BODY MOVEMENT [Including YOGA]						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy, remember and perform a dance phrase.	Copy, remember and adapt set choreography.	Accurately copy and repeat set choreography in different styles if dance, showing a good sense of timing.	Perform dances confidently and fluently with accuracy and good timing.
Choose and use travelling actions, shapes and balances.	Choose actions from an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.	Choreograph; considering structure individually, with a partner and in a group.	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	Work creatively and imaginatively individually, with a partner and a in a group, to choreograph longer phrases and structure dances considering action, space, relationship, and dynamics in relation to a theme.
Travel in different pathways using the space around them.	Use change of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance.	Use canon, unison and formation to represent an idea.	Use action and reaction to represent an idea.	Confidently perform; choosing appropriate dynamics to represent an idea.	Improvise and combine dynamics demonstrating an awareness of the impact on performance.
Begin to use dynamics and expression with guidance.	Show some sense of dynamics and expressive qualities.	Use mirroring and unison when completing actions with a partner.	Match dynamic and expressive qualities to a range of ideas.	Change dynamics to express changes in character or narrative.	Use counts accurately when choreographing to perform in time with others and the music.	Use counts when choreographing and performing to improve the quality of work.
Begin to count to music.	Begin to use counts.	Show a character through actions, dynamics and expression.	Use counts to keep in time with a partner and group.	Use counts when choreographing short phrases.		
		Use counts with help to stay in time with the music.				

National Curriculum:

KS1: Perform dances using simple movement patterns.

KS2: Perform dances using a range of movement patterns

## OUTDOOR ADVENTUROUS ACTIVITIES [OAA] through team building and OAA

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Follow simple instructions.</p> <p>Share ideas with others.</p> <p>Explore activities making own decisions in response to a task.</p> <p>Make decisions about where to move in a space.</p> <p>Follow a path.</p> <p>Begin to identify personal success.</p>	<p>Follow instructions.</p> <p>Begin to work with a partner and a small group.</p> <p>Understand the rules of the game and suggest ideas to solve a simple task.</p> <p>Copy a simple diagram/map.</p> <p>Identify own and others' success.</p>	<p>Follow instructions accurately.</p> <p>Work cooperatively with a partner and small group, taking turns and listening to others.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/map.</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram/map.</p> <p>Reflect on when any why challenges are solves successfully and use others' success to help them to improve.</p>	<p>Accurately follow instructions given by a peer and give clear instructions and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies, giving ideas to solve problems.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Use clear communication when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Communicate with other clearly and effectively when under pressure.</p> <p>Confident to lead others and show consideration of; including all within a group.</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>

### National Curriculum

KS1: Participate in team games, developing simple tactics.

KS2: Take part in outdoor and adventurous activity challenges both individually and within a team.

SWIMMING		
BEGINNERS	IMPROVERS	ADVANCED
Stroke development & Confidence and skill development	Stroke development & Confidence and skill development	Stroke development & Confidence and skill development
<p>Submerge and regain feet in the water.</p> <p>Breathe in sync with an isolated kicking action from poolside.</p> <p>Float with the use of aids.</p> <p>Travel on front and/or back with/without aids.</p> <p>Float without aids.</p> <p>Use arms and legs together to move effectively across a short distance of water.</p> <p>Push and glide.</p> <p>Jump into the water.</p>	<p>Float on front and back using different shapes with increased control.</p> <p>Begin to coordinate a breath in time with basic strokes showing some consistency in timing.</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes; building up to swim at least 10 meters.</p> <p>Understand how to achieve a streamlined body position.</p> <p>Progress to swimming 25 metres competently and proficiently using at least 1 stroke.</p> <p>Being able to push and glide in the water.</p> <p>Submerge to pick an object off of the bottom of the pool.</p> <p>Combine different floating shapes with increased control.</p> <p>Perform a sculling action – head first, feet first and treading water.</p> <p>Jump into deep water.</p>	<p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently combine skills to retrieve an object from greater depth.</p> <p>Confidently demonstrate a good technique in a wider range of strokes over increased distances.</p> <p>Understand the importance of a streamlined body position.</p> <p>Swim at least 25 metres using front crawl, backstroke and breaststroke.</p> <p>Perform a sculling action – head first, feet first and treading water</p> <p>Demonstrate surface dives.</p> <p>Demonstrate a range of safe entry and appropriate survival techniques to a given situation.</p>
<p>National outcomes for swimming (schools to publish data):</p> <ul style="list-style-type: none"> <li>• Perform safe self-rescue in different water-based situations</li> <li>• Swim competently, confidently and proficiently over a distance of <b>at least</b> 25 metres</li> <li>• Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</li> </ul>		

### National Curriculum

All of our classes across KS1 and KS2 will have access to half a term of swimming instruction – involving School Staff and Coaches from local pools.