

PE knowledge and Skills	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>Athletics Master basic movements - running, jumping, throwing and catching. Develop balance, agility and co-ordination, begin to apply these in a range of activities</p>	<ul style="list-style-type: none"> To run at fast, medium and slow speeds, changing speed and direction. Take part in multi skills festivals. Designed to develop the fundamental movement skills of balance, co-ordination and agility. Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc. Develop balance, agility and co-ordination. Explore movement techniques with increased control. How to run, throw and jump and perform these with increased control and co-ordination. 	<ul style="list-style-type: none"> Make up and repeat a short sequence of linked jumps. Link running and jumping activities with some fluency, control and consistency. Throw a variety of objects - accuracy and distance. Run over a long distance. Link skills, techniques and ideas and apply them accurately and appropriately. Show good control in movements. 	<ul style="list-style-type: none"> Show control when taking off and landing in a jump. Throw with accuracy and follow specific rules. Link skills, techniques and ideas and apply them accurately and appropriately in a variety of movements for running, jumping and throwing. Show good control in my movements.
<p>Games Participate in team games, developing simple tactics for attacking and defending Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<ul style="list-style-type: none"> Use hitting, kicking and/or rolling in a game. Follow rules and stay in a 'zone' during a game. Decide where the best place to be is during a game. Use one tactic in a game. Throw and catch with control – using both and one hand Use rules fairly to keep games going. Hit a ball with a bat. Throw in different ways. 	<ul style="list-style-type: none"> Select the most appropriate skills, actions or ideas. Move and use actions with co-ordination and control. Make up my own small-sided game. Hit a ball accurately and with control and keep possession of the ball. Vary tactics and choose the best tactics for attacking and defending. keep possession with some success when using equipment. Show awareness of space and use it to support teammates and cause problems for the opposition. Move to find a space to get possession 	<ul style="list-style-type: none"> Gain possession by working as a team. Pass in different ways. Use forehand and backhand with a racquet. Use fielding skills. Use a number of techniques to pass, dribble and shoot.
<p>Dance Perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> Move imaginatively, responding to stimuli, including music and performing basic skills Change rhythm, speed, level and direction. Create and perform dances using simple movement patterns, including those from different times and cultures. Express and communicate ideas and feelings Copy or make up dance moves by linking sections together. 	<ul style="list-style-type: none"> Work on my movements and refine them. Compose my own dances in a creative and imaginative way with controlled movements. Improvise freely, translating ideas from a stimulus into movement. Share and create phrases with a partner and in small groups and repeat, remember and perform these phrases in a dance. Take the lead when working with a partner or group. 	<ul style="list-style-type: none"> Perform to an accompaniment, expressively and sensitively. Use movements which are controlled. Dance shows clarity, fluency, accuracy and consistency. Use dance to communicate an idea.
<p>Swimming</p>	<p>To swim competently, confidently at least 25 metres</p> <ul style="list-style-type: none"> Use a range of strokes effectively Swim between 25 and 100 metres and keep swimming for 45 to 90 seconds. Control breathing and swim confidently and fluently on the surface and under water. Perform safe self-rescue in different water-based situations. 		
<p>Gymnastics Develop flexibility, strength, technique, control and balance through athletics and gymnastics.</p>	<ul style="list-style-type: none"> Make my body tense, relaxed, curled and stretched. Control my body when travelling and balancing and climb safely. Plan and show a sequence of movements both individually and with a partner. show contrast in sequences. Think of more than one way to create a sequence which follows a set of 'rules'. Work in a controlled way with a partner to create, repeat and improve a sequence with at least three phases showing a change of speed and direction. 	<ul style="list-style-type: none"> Perform - Forward roll, backward roll, headstand cartwheel, bridge I am controlled when taking off and landing in a jump. I can follow specific rules. I can make complex or extended sequences. I can perform consistently to different audiences. My movements are accurate, clear and consistent. 	<ul style="list-style-type: none"> Use a greater number of ideas for movement in response to a task. Explain how strength and suppleness affect performances. Compare and contrast gymnastic sequences, commenting on similarities and differences. Adapt sequences to suit different types of apparatus and ability.
<p>OAA Outdoor and activity challenges</p>		<ul style="list-style-type: none"> Follow a map in a familiar context. Move from one location to another following a map. Use clues to follow a route safely. 	<ul style="list-style-type: none"> Follow a map in an unknown location. (PGL/visits/trips) Use clues and compass directions to navigate a route and change my plan if I get new information.
<p>Personal Development</p>	<ul style="list-style-type: none"> Describe what other people did and suggest improvements. Copy and remember actions with control and co-ordination. Recognise what is different between what is done and what someone else has done. 	<ul style="list-style-type: none"> Recognise how performances could be improved and explain how performances differ. Use comparison to improve performance Select and use the most appropriate skills, actions or ideas. 	<ul style="list-style-type: none"> Compare and comment on skills, techniques and ideas have been used. Modify skills or techniques to improve performance. Link skills, techniques and ideas and apply them accurately and appropriately.
<p>Health and Fitness</p>	<ul style="list-style-type: none"> Describe how my body feels before, during and after an activity. Show how to exercise safely. Explain what the body needs to keep healthy. 	<ul style="list-style-type: none"> Why is it important to warm-up and cool-down? Identify some muscle groups used in gymnastic activities. Explain why keeping fit is good for our health. Explain what effect exercise has on my body. 	<ul style="list-style-type: none"> Explain some important safety principles when preparing for exercise. Understand why our heart rate increases when we exercise The importance of hydration