



PE Knowledge & Skills

Reception	Y1	Y2	Y3	Y4	Y5	Y6
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PE Knowledge & Skills

F.M.S: Fundamentals

Running

- I can use big steps to run.
- I can use small steps to stop.
- I know that moving into space away from others helps to keep me safe.
- I can change direction safely.

Balancing

- I can hold my arms out to help me balance.
- I can balance whilst stationary.
- I can balance whilst on the move.

Jumping

- I can bend my knees to help me land safely.
- I can take off safely.
- I can land safely.

Hopping

- I can use one foot to hop.
- I can use both feet to hop (alternate legs).

Skipping

- I can hop then step to help me skip.
- I can use skipping to travel.

Running

- I can bend my knees to help me change direction.
- I can swing my arms to help me run faster.
- I can change direction to dodge.
- I can demonstrate how my body moves at different speeds.

Balancing

- I can look ahead to help me balance.
- I can land on my feet to help me balance.
- I can move with some control and balance.
- I can demonstrate stability.
- I can demonstrate landing safely.

Jumping

- I can land on the balls of my feet to help me land with control.
- I can demonstrate control in take-off.
- I can demonstrate control when jumping.

Hopping

- I can hop with a soft bent knee for safety.
- I can hop in different directions.

Skipping

- I can use opposite arm to leg to skip.
- I can jump on the balls of my feet to help me keep a consistent rhythm.
- I can demonstrate co-ordination when turning a rope.
- I can use rhythm to continuously jump in with a skipping rope.

Running

- I can transfer my weight to the front of my feet to help me stop in a balanced position.
- I can demonstrate running faster by running on the balls of my feet.
- I can demonstrate running faster by taking big steps.

- I can demonstrate running faster by having my elbows bent.
- I can demonstrate balance when changing direction.
- I can demonstrate different speeds when running.

- I can demonstrate balance when changing direction.
- I can demonstrate different speeds when running.

- I can demonstrate different speeds when running.

Balancing

- I can squeeze my muscles to help me balance.
- I can balance whilst performing movements.

Jumping

- I can swing my arms forward to help me jump further.
- I can jump for distance.
- I can jump for height.
- I can jump in different directions.

Hopping

- I can look ahead to prevent me from falling over when I land.
- I can hop for distance.
- I can hop for height.
- I can hop in different directions.

Skipping

- I can use opposite arm to leg to help me balance when skipping without a rope.

Running

- I can lean forward slightly to help increase my speed.
- I can lean my body in the opposite direction to travel to slow down.
- I can explain that agility helps with everyday tasks.
- I can change direction when running.
- I can demonstrate an increase in speed.
- I can demonstrate a decrease in speed.

Balancing

- I can explain how balance helps us with everyday tasks.
- I can demonstrate balance when performing other fundamental skills.

Jumping + Hopping

- I can jump and land quickly to help me jump further.
- I can link jumping and hopping actions.

Skipping

- I can turn the rope from my wrists.
- I use wide hands to create a gap to step through.
- I can jump with a skipping rope.
- I can turn with a skipping rope.

Running

- I keep my elbows bent when changing direction to help me stay balanced.
- I can change direction quickly under pressure.
- I demonstrate when and how to accelerate.
- I demonstrate when and how to decelerate.

Balancing

- I squeeze different muscles to help me stay balanced in different activities.
- I demonstrate good balance and control when performing other fundamental movements.

Jumping + Hopping

- I swing my non-hopping foot to help create momentum.
- I can link hopping and jumping actions with other fundamental skills.

Skipping

- I keep my chest up to help me stay balanced.
- I can consistently skip in a rope.

Running

- I push off my outside foot and turn my hips to change direction.
- I can demonstrate good body posture and balance when changing direction.
- I can accelerate appropriately for the situation.
- I can decelerate appropriately for the situation.

Balancing

- I can explain that balance is a skill used in many different activities and everyday life.
- I consistently demonstrate good balance when performing other fundamental skills.

Jumping + Hopping

- I can explain that there are a range of techniques for different situations.
- I can demonstrate good technique and coordination when linking jumps.

Skipping

- I can explain that people will have carrying levels of skipping ability.
- I can explain that in order to get better, I need to practice.
- I can demonstrate a range of skills when skipping in a rope.

Running

- I can explain that running develops stamina and speed.
- I can explain that both can be improved by training over time.
- I can explain that agility requires speed, strength, good balance and coordination.

Balancing

- I can explain that balance underpins many skills in PE and everyday life.
- I can explain that balance may feel different in different situations.
- I demonstrate fluency and control when travelling.
- I demonstrate fluency and control when landing.
- I demonstrate fluency and control when stopping.
- I demonstrate fluency and control when changing direction.

Jumping + Hopping

- I can explain when to jump for height.
- I can explain when to jump for distance in different activities.
- I can demonstrate good technique when jumping for distance and height.
- I can demonstrate good technique when jumping and hopping for height.
- I can fluently link jumps together.

Skipping:



PE Knowledge & Skills

Reception	Y1	Y2	Y3	Y4	Y5	Y6
		<ul style="list-style-type: none">• I can single bounce when skipping with a rope.• I can double bounce when skipping with a rope.				<ul style="list-style-type: none">• I can explain that skipping helps to develop coordination, stamina and balance.• I consistently demonstrate a range of skills when skipping in a rope.



PE Knowledge & Skills

F.M.S: Fitness

Agility

- I move into space away from others to keep myself safe.
- I am beginning to change direction safely.

Balance

- I can hold out my arms to help me balance.
- I am beginning to demonstrate balance whilst stationary.
- I am beginning to demonstrate balance whilst on the move.

Coordination

- I can move my arms and legs at the same time to help me walk.
- I can move my arms and legs at the same time to help me run.
- I can move my arms and legs at the same time to help me jump.
- I am beginning to demonstrate the ability to move different body parts together.

Speed

- I can use big steps to run.
- I can use small steps to stop.
- I am beginning to demonstrate the ability to move with control.
- I am beginning to demonstrate the ability to stop with control.

Strength

- I hold my weight on different parts of my body.

Stamina

- I can explain that moving for a long time can make me feel tired.
- I can demonstrate the ability to move for extended periods of time.

Agility

- I can bend my knees to help me change direction.
- I can change direction while running.

Balance

- I can look ahead to help me balance.
- I can apply the skill of balancing to a range of challenging activities with some success.

Coordination

- I can use opposite arm to leg at the same time to perform skills such as running and throwing.
- I can demonstrate coordination when using equipment.

Speed

- I can swing my arms to run faster.
- I can demonstrate running at different speeds.

Strength

- I can explain that exercise helps me to become stronger.
- I can perform a range of exercises using my own body weight.

Stamina

- I can explain that moving for a long time can make me feel hot and I will breathe faster.
- I can demonstrate the ability to move for longer periods of time.
- I can explain how moving for longer periods of time makes me feel.

Agility

- I can use small, quick steps to change direction.
- I can demonstrate an improved technique when changing direction on the move.

Balance

- I can squeeze my muscles to help me balance.
- I can demonstrate increased balance whilst travelling along, and over equipment.

Coordination

- I can move body parts at different times to perform certain skills such as skipping.
- I can perform actions with increased control when coordinating my body *with* equipment.
- I can perform actions with increased control when coordinating my body *without* equipment.

Speed

- I can take shorter steps to jog.
- I can take bigger steps to run.
- I can demonstrate the ability to run at different speeds.

Strength

- I can explain that strength helps us with everyday tasks such as carrying my school bag.
- I can demonstrate increased control in body weight exercises.

Stamina

- I can demonstrate the ability to run slower if running for a long period of time.

Agility

- I can explain that agility helps us with everyday tasks.
- I can demonstrate balance when changing direction.

Balance

- I can explain how balance helps us with everyday tasks.
- I am beginning to demonstrate the ability to perform complex activities that challenge balance.

Coordination

- I can explain how coordination helps with everyday tasks.
- I can coordinate my body with increased consistency in a variety of activities.

Speed

- I can lean forwards slightly to increase my speed.
- I can lean my body in the opposite direction to travel in order to slow down.
- I am beginning to demonstrate the sprinting technique.

Strength

- I can perform strength activities slowly and with control to help keep myself safe.
- I am beginning to build strength in different muscle groups.

Stamina

- I can explain that stamina helps us in other life activities.
- I am beginning to use my breath to increase my ability to work for longer periods of time.

Agility

- I can keep my elbows bent when changing direction to help me remain balanced.
- I can demonstrate balance when changing direction at speed.

Balance

- I can squeeze my muscles to help me remain balanced in different activities.
- I can demonstrate control when completing activities that challenge balance.

Coordination

- I can demonstrate a 'begin' position in order to react quicker.
- I can demonstrate an increased speed when coordinating my body.

Speed

- I can demonstrate power using a high-knee drive.
- I can demonstrate power by pumping my arms.
- I can demonstrate power by running on the balls of my feet.
- I can demonstrate an improved sprinting technique.

Strength

- I can explain that strength comes from a range of muscles.
- I can explain how I can improve my strength.
- I can demonstrate building strength in different muscle groups.

Stamina

- I can demonstrate the ability to pace myself when running further, or for long periods of time.
- I can demonstrate using my breath to maintain my work rate.

Agility

- I can change direction by pushing off my outside foot and turning my hips.
- I can demonstrate an improved body posture when changing direction.
- I can demonstrate an improved speed when changing direction.

Balance

- I can explain why dynamic balances are harder than static balances because my centre of gravity changes.

- I can change my body position to maintain a controlled centre of gravity.

Coordination

- I can explain that people have varying levels of coordination.
- I can explain that coordination can improve with practice.
- I can demonstrate an increased speed when coordinating my body.

Speed

- I can take big, consistent strides to create a rhythm that allows me to run fast.
- I can apply the best pace for a set distance or time.

Strength

- I can name the muscles I am using.
- I can demonstrate an increased technique in body weight exercises.

Stamina

- I can keep a steady breath to help me move for longer periods of time.
- I can use a steady pace to move for sustained periods of time.

Agility

- I can explain that agility requires speed, good balance and coordination.
- I can change direction with a fluent action.
- I can transition smoothly between varying speeds.

Balance

- I can explain when, and where to apply force to maintain control and balance.
- I can demonstrate fluency and control when *travelling*.
- I can demonstrate fluency and control when *landing*.
- I can demonstrate fluency and control when *stopping*.
- I can demonstrate fluency and control when *changing direction*.

Coordination

- I can explain that coordination required good balance and how this can be achieved.
- I can coordinate range of body parts with fluent action at a speed appropriate to the challenge.

Speed

- I can explain that speed can be improved by training.
- I can explain which speed to select for the distance.
- I can adapt my running technique to meet the needs of the distance.

Strength

- I can explain how strength can be built upon in my own time.
- I can complete body weight exercises for increased repetitions with control and fluency.

Stamina

- I can explain which exercises develop stamina.
- I can explain that stamina can be improved by training.
- I can use my breath to increase my ability to move for sustained periods of time.



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	Reception	Y1	Y2	Y3	Y4	Y5	Y6
			<ul style="list-style-type: none">I can demonstrate the ability to work for longer periods of time.				



PE Knowledge & Skills

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
F.M.S: Athletics	<p>Running</p> <ul style="list-style-type: none"> I use big steps to run. I use small steps to stop. I move into space away from others to keep myself safe. I can run safely. I can stop safely. <p>Jumping</p> <ul style="list-style-type: none"> I can bend my knees to help me land safely. I am beginning to jump safely. I am beginning to hop safely. <p>Throwing</p> <ul style="list-style-type: none"> I can explain that bigger targets are easier to hit. I am beginning to throw to a target. <p>Rules</p> <ul style="list-style-type: none"> I can explain that rules help to keep us safe. 	<p>Running</p> <ul style="list-style-type: none"> I can swing my arms to help me run faster. I can run at different speeds. <p>Jumping</p> <ul style="list-style-type: none"> I can land on the balls of my feet to help me land with control. I can bend my knees to help me jump further. I can demonstrate balance whilst jumping and landing. I can demonstrate hopping for distance. I can demonstrate jumping for distance. I can demonstrate leaping for distance. <p>Throwing</p> <ul style="list-style-type: none"> I can step forward with my opposite foot to hand to throw further. I can throw for distance. I can throw for accuracy. <p>Rules</p> <ul style="list-style-type: none"> I can explain how rules help us to play fairly. 	<p>Running</p> <ul style="list-style-type: none"> I can run faster by combining running on the balls of my feet, taking big steps and having my elbows bent. I can demonstrate the sprinting action. <p>Jumping</p> <ul style="list-style-type: none"> I can swing my arms forwards to help me jump further. I can develop jumping actions. I can develop hopping actions. I can develop skipping actions. I can demonstrate my ability to jump for distance and height. <p>Throwing</p> <ul style="list-style-type: none"> I can throw in a straight line by pointing my throwing hand at the target as I let go of the object. I can demonstrate the overarm throw for distance. <p>Rules</p> <p>I can demonstrate the ability to follow simple rules when working with others.</p>	<p>Running</p> <ul style="list-style-type: none"> I can lean forward slightly to increase my speed. I can lean my body in the opposite direction to travel to slow down. I can demonstrate the sprinting technique. I can apply the sprinting technique to relay events. <p>Jumping</p> <ul style="list-style-type: none"> I can jump and land quickly to jump further. I can demonstrate the jumping technique for distance in a range of approaches and take off positions. <p>Throwing</p> <ul style="list-style-type: none"> I can explain that the speed of the movement creates power. I can demonstrate the technique for a pull throw. <p>Rules</p> <ul style="list-style-type: none"> I can explain the rules of an event. I can apply the rules of an event. 	<p>Running</p> <ul style="list-style-type: none"> I can pace myself when running further or for a long period of time. I can combine a high-knee drive, pumping my arms and running on the balls of my feet to give me power. I can demonstrate speed and pace in relation to distance. <p>Jumping</p> <ul style="list-style-type: none"> I can transfer my weight to help me jump further. I can demonstrate the technique for jumping for distance. <p>Throwing</p> <ul style="list-style-type: none"> I can transfer my weight to help me throw further. I can demonstrate the technique for power when throwing for distance in a pull and heave throw. <p>Rules</p> <ul style="list-style-type: none"> I can explain the rules of an event. I can use the rules to manage our own events. 	<p>Running</p> <ul style="list-style-type: none"> I can take big, consistent strides to create a rhythm that allows me to run faster. I can use a steady breath to run longer distances. I can apply fluency and coordination when running for speed in relay changeovers. <p>Jumping</p> <ul style="list-style-type: none"> I can drive my knees high and fast to build power, and therefore distance when jumping. I can demonstrate the technique and rhythm required in the triple jump. <p>Throwing</p> <ul style="list-style-type: none"> I can transfer my weight in different throws to increase the distance. I can demonstrate the technique and power required for javelin. I can demonstrate the technique and power required for shot-put. <p>Rules</p> <ul style="list-style-type: none"> I can explain the rules in a variety of events using official equipment. 	<p>Running</p> <ul style="list-style-type: none"> I can prepare my body for running. I can name the muscle groups I will be using. I can demonstrate a clear understanding of pace. I can use pace to develop own and others' sprinting technique. <p>Jumping</p> <ul style="list-style-type: none"> I can demonstrate a run up to build speed and power in order to jump further. I can demonstrate power, control and technique in the triple jump. <p>Throwing</p> <ul style="list-style-type: none"> I can prepare my body for throwing. I can explain the muscle groups I will use when throwing. I can demonstrate power, control and technique when throwing discus and shot put. <p>Rules</p> <ul style="list-style-type: none"> I can explain the rules in events that pose risks. I can apply the rules in events that pose risks.



PE Knowledge & Skills

Games: Ball Skills

Sending

- I can look at the target when sending a ball.
- I can begin to send an object with hands and feet.

Catching

- I can put both hands out ready to catch.
- I can begin to catch to self and with a partner.

Tracking

- I watch the ball as it comes towards me.
- I scoop the ball with two hands.
- I begin to stop the ball with hands and feet.

Dribbling

- I can keep the ball close to control it.
- I can drop and catch the ball with two hands.
- I can move a ball with feet.

Sending

- I can face my body towards my target when rolling to help me balance.
- I can face my body towards my target when throwing underarm to help me balance.
- I can roll with some accuracy towards a target.
- I can throw with some accuracy towards a target.

Catching

- I watch the ball as it comes towards me.
- I can begin to catch with two hands.
- I can catch after a bounce.

Tracking

- I can move my feet to get in line with the ball.
- I can track a ball being sent directly.

Dribbling

- I can demonstrate dribbling is moving with a ball.
- I can dribble using my hands.
- I can dribble using my feet.

Sending

- I can step with the opposite foot to throwing arm to help me balance.
- I can roll a ball to hit a target.
- I can throw a ball to hit a target.
- I can kick a ball to hit a target.

Catching

- I can use wide fingers to securely catch.
- I can pull the ball in to my chest to securely catch.
- I can catch a range of objects with two hands.
- I can catch without a bounce.
- I can catch with a bounce.

Tracking

- I can move towards a ball to track (as opposed to chasing after it).
- I can consistently track a ball being sent directly.
- I can consistently collect a ball being sent directly.

Dribbling

- I keep my head up when dribbling to see space/opponents.
- I can dribble using hands with increasing control on the move.
- I can dribble using feet with increasing control on the move.

Sending

- I point my hand/foot to my target on release to send a ball accurately.
- I can send a ball with accuracy and increasing consistency to a target.

Catching

- I can move my feet towards the ball.
- I can catch a range of objects with increasing consistency.

Tracking

- I can use a ready position to help me react to the ball.
- I can track a ball not sent directly.

Dribbling

- I can use dribbling as an attacking skill to help us move towards a goal, or away from defenders.
- I can dribble a ball using hands with control.
- I can dribble a ball using feet with control.

Sending

- I use a variety of ways to send the ball depending on the situation e.g. distance, speed or defenders.
- I can use a range of techniques to send a ball to a target accurately.

Catching

- I can adjust my hands to the height of the ball.
- I can catch different sized objects with increasing consistency with two hands.
- I can catch different sized objects with increasing consistency with one hand.

Tracking

- I can explain that tracking is an important skill used in games activities, and can give examples of this.
- I can consistently track a ball sent directly.
- I can consistently track a ball sent indirectly.

Dribbling

- I can dribble with soft hands/touches to maintain control.
- I can dribble a ball with increasing control and coordination.

Sending

- I can control a ball before sending it to allow me to send it accurately.
- I can demonstrate clear technique when sending a ball under pressure.

Catching

- I can demonstrate different types of catching.
- I can demonstrate good technique when under pressure.

Tracking

- I can track a ball to help me collect it quickly and successfully.
- I can track a ball to help me stop it quickly and successfully.
- I can track a ball to help me receive it quickly and successfully.
- I can demonstrate a range of techniques when tracking a ball.
- I can demonstrate a range of techniques when collecting a ball.

Dribbling

- I can dribble a ball in different directions to help lose a defender in game situations.
- I can dribble with some control under pressure.

Sending

- I can make quick decisions about when, how, and who to pass to.
- I can show good technique when sending ball with increasing control under pressure.
- I can show good technique when sending a ball with increasing accuracy under pressure.
- I can show good technique when sending a ball with increasing consistency under pressure.

Catching

- I can explain, and demonstrate, how to catch a ball for different situations, considering trajectory, speed, height and size of ball.
- I can demonstrate increasing consistency of catching under pressure in a variety of game situations.

Tracking

- I can explain, and demonstrate, how to track a ball for different situations, considering trajectory, speed, height and size of ball.
- I can demonstrate a wider range of techniques when tracking a ball under pressure.

Dribbling

- I can choose the appropriate skill for the situation under



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						<p>pressure e.g. a V dribble in basketball to keep the ball away from a defender.</p> <ul style="list-style-type: none">• I can dribble consistently using a range of techniques with increasing control under pressure.



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Reception	Y1	Y2	Y3	Y4	Y5	Y6
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PE Knowledge & Skills

Games: Invasion, Football, Tag Rugby and Basketball

<p>Sending and Receiving</p> <ul style="list-style-type: none"> I look at the target when sending a ball. I watch to receive it. I am beginning to send and receive with hands using a variety of equipment. I am beginning to send and receive with feet using a variety of equipment. <p>Dribbling</p> <ul style="list-style-type: none"> I keep the ball close to help with control. I am beginning to drop and catch with two hands. I am beginning to move the ball with my feet. <p>Space</p> <ul style="list-style-type: none"> I use space to give me more room the play. I can recognise my own space. <p>Attacking + Defending</p> <ul style="list-style-type: none"> I can explain that there are different roles in games. I am beginning to demonstrate the ability to change direction and tagging games. <p>Tactics</p> <ul style="list-style-type: none"> I can make simple decisions in response to a task. 	<p>Sending and Receiving</p> <ul style="list-style-type: none"> I look at my partner before sending the ball. I can send and receive using hands to a partner. I can send and receive using feet to a partner. <p>Dribbling</p> <ul style="list-style-type: none"> I can explain that dribbling is moving with the ball. I can dribble using my hands. I can dribble using my feet. <p>Space</p> <ul style="list-style-type: none"> I get into a good space to help pass the ball. I recognise good space when playing games. <p>Attacking</p> <ul style="list-style-type: none"> I can move away from a partner to help my team pass the ball to me. I can change direction to move away from a partner. <p>Defending</p> <ul style="list-style-type: none"> I stay with a partner to make it difficult for them to receive the ball. I demonstrate tracking and moving to stay with a partner. <p>Tactics</p> <ul style="list-style-type: none"> I can explain that tactics can help us when playing games. <p>Rules</p> <ul style="list-style-type: none"> I can explain that rules help us to play fairly. 	<p>Sending and Receiving</p> <ul style="list-style-type: none"> I control the ball before I send it. I send and receive with increased control. <p>Dribbling</p> <ul style="list-style-type: none"> I keep my head up to know where defenders are. I can dribble using my hands with increasing control on the move. I can dribble using my feet with increasing control on the move. <p>Space</p> <ul style="list-style-type: none"> I get into space away from defenders to pass and receive the ball. <p>Attacking</p> <ul style="list-style-type: none"> I can explain that I am an attacker when my team is in possession of the ball, and we can score. I move into space away from defenders. <p>Defending</p> <ul style="list-style-type: none"> I can explain that I am a defender when my team is not in possession of the ball, and we need to try and get the ball. I can stand in between the ball and the attacker to help stop them getting the ball. I stay close to other players to try and stop them getting the ball. <p>Tactics</p> <ul style="list-style-type: none"> I can explain simple tactics for attack. I can apply simple tactics for attack. I can explain simple tactics for defence. I can apply simple tactics for defence. 	<p>Sending and Receiving</p> <ul style="list-style-type: none"> I point my hand/foot to my target on release to help me send a ball accurately. I demonstrate sending and receiving, abiding by the rules of the game. <p>Dribbling</p> <ul style="list-style-type: none"> I can explain that dribbling is an attacking skill used to move towards a goal or away from defenders. I demonstrate dribbling the ball, abiding by the rules of the game and whilst under some pressure. <p>Space</p> <ul style="list-style-type: none"> I can explain that spreading out as a team is a way to move the defenders away from each other. I demonstrate using space as a team. <p>Attacking</p> <ul style="list-style-type: none"> I can explain my role as an attacker. I demonstrate a range of movement skills to lose a defender. I can use a range of shooting actions. <p>Defending</p> <ul style="list-style-type: none"> I can explain my role as a defender. I can track opponents to limit their scoring opportunities. <p>Tactics</p> <ul style="list-style-type: none"> I can explain that using tactics will help my team achieve an outcome e.g we will mark each player to help gain possession. <p>Rules</p>	<p>Sending and Receiving</p> <ul style="list-style-type: none"> I cushion a ball to help me control it when I receive it. I use a range of passing techniques that are appropriate to the game with increasing success. I can catch a ball using one and two hands with increasing success. I can receive the ball with feet with increasing success. <p>Dribbling</p> <ul style="list-style-type: none"> I can protect the ball as I dribble to help maintain possession. I can link dribbling the ball with other actions. I can change direction whilst dribbling with some control. <p>Space</p> <ul style="list-style-type: none"> I can explain that moving into space will help my team keep possession and score goals. I demonstrate moving into space to help my team. <p>Attacking</p> <ul style="list-style-type: none"> I can recognise when to pass. I can recognise when to shoot. I change direction to lose an opponent with some success. <p>Defending</p> <ul style="list-style-type: none"> I can mark an opponent in an attempt to win the ball at the right time. I can defend one on one. 	<p>Sending and Receiving</p> <ul style="list-style-type: none"> I can send and receive without having a defender between myself and a ball carrier for better control. I can send and receive when under pressure. <p>Dribbling</p> <ul style="list-style-type: none"> I can dribble in different directions to help lose a defender. I can dribble with some control under pressure. <p>Space</p> <ul style="list-style-type: none"> I move into a space even if not receiving the ball to create space for a teammate. I move into spaces for myself, and others in the team. <p>Attacking</p> <ul style="list-style-type: none"> I can use a variety of techniques to lose and opponent e.g. change of direction or speed. <p>Defending</p> <ul style="list-style-type: none"> I can track and mark with increased success. I can intercept a ball with one hands. I can intercept a ball with two hands. <p>Tactics</p> <ul style="list-style-type: none"> I can explain the need for tactics. I can explain when to use tactics in different situations. <p>Rules</p> <ul style="list-style-type: none"> I know and understand the rules and use them to play the game. I know and understand the rules and use them to officiate the game. 	<p>Sending and Receiving</p> <ul style="list-style-type: none"> I can make quick decisions about when, how and who to pass to. I can send and receive using a range of techniques with increasing control and while under pressure. <p>Dribbling</p> <ul style="list-style-type: none"> I can choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. I can dribble consistently using a range of techniques with increasing control while under pressure. <p>Space</p> <ul style="list-style-type: none"> I can transition quickly between attack and defence to maintain or gain possession. I move into the correct space when transitioning from attack to defence or defence to attack. I create and use space for self and others. <p>Attacking</p> <ul style="list-style-type: none"> I confidently change direction to lose an opponent. <p>Defending</p> <ul style="list-style-type: none"> I use a variety of defending skills in game situations e.g tracking, interception, jockeying. <p>Tactics</p> <ul style="list-style-type: none"> I can explain how to create a tactic for a specific situation or outcome.
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PE Knowledge & Skills

Reception	Y1	Y2	Y3	Y4	Y5	Y6
		<p>Rules</p> <ul style="list-style-type: none">I can explain how to score points.I can follow simple rules.	<ul style="list-style-type: none">I know the rules of the game.I begin to apply the rules of the game.	<ul style="list-style-type: none">I can begin to intercept. <p>Tactics</p> <ul style="list-style-type: none">I can explain that applying attacking tactics will help maintain possession and score goals.I can explain that applying defending tactics will help to deny space, gain possession and stop goals. <p>Rules</p> <ul style="list-style-type: none">I can manage our own game by knowing and understanding the rules.		<ul style="list-style-type: none">I can apply a tactic for a specific situation or outcome. <p>Rules</p> <ul style="list-style-type: none">I know, understand and apply the rules consistently whilst playing the game.I know, understand and apply the rules consistently whilst officiating the game.



PE Knowledge & Skills

Dance

Actions:

- I can move my body in different ways to create interesting actions.
- I can copy basic body actions.
- I can copy basic body rhythms.

Dynamics:

- I can change my action to show an idea.
- I can explore actions in response to music and an idea.

Space:

- I can move into space to keep and others safe.
- I can begin to use pathways and space around me and in relation to others.

Performance:

- I can sit quietly when watching others and clap at the end.
- I can perform short phrases of movement in front of others.

Strategy:

- I can use lots of space to make my dance look interesting.

Actions:

- I can sequence actions to create a dance.
- I can copy, remember and repeat actions to represent a theme.
- I can create my own actions in relation to a theme.

Dynamics:

- I can create fast and slow actions to show an idea.
- I can vary my speed to represent an idea.

Space:

- I can use different directions and pathways within space.

Relationships:

- When dancing with a partner, I can keep in time and be aware of them.
- I can perform actions and pathways with a partner.

Performance:

- I can stand still at the start of the dance to let the audience know when I have started.
- I can stand still at the end of a dance to let the audience know when I have finished.
- I can perform on my own to an audience.
- I can perform with others to an audience.

Strategy:

- I can use exaggerated actions to help the audience see them clearly.

Actions:

- I can sequence actions in a particular order to help me tell the story of my dance.
- I can accurately remember, repeat, and link actions to express an idea.

Dynamics:

- I can change the way I perform actions to show an idea.
- I can demonstrate an understanding of dynamics.

Space:

- I can use different directions in my dance.
- I can use different pathways in my dance.
- I can use different levels in my dance.
- I can include levels in pathways.
- I can include levels in travelling actions.

Relationships:

- I can use counts of 8 to help me stay in time with my partner and the music.
- I can begin to use unison with a partner.
- I can begin to use matching with a partner.
- I can begin to use mirroring with a partner.

Performance:

- I can use facial expressions to help show the mood of my dance.

Strategy:

- I can practice my dance in order to improve my performance.

Actions:

- I can share ideas with others to enable my group to work collaboratively.
- I create actions in response to a stimulus individually.
- I create actions in response to a stimulus in groups.

Dynamics:

- I use dynamics effectively to express and idea.

Space:

- I use space to help my dance flow.
- I use direction to transition between formations.

Relationships:

- I can explain that formation in dance is the same in other activities such as football, rugby and gymnastics.

Performance:

- I can use timing techniques such as canon and unison to create effect.
- I can perform short, self-choreographed phrases, showing an awareness of timing.

Strategy:

- I can show sensitivity to the music to make my performance more complete.

Actions:

- I can explain that some actions are better suited to a certain character, mood or idea than others.
- I can respond imaginatively to a range of stimuli related to character and narrative.

Dynamics:

- I can explain that some dynamics are better suited to a certain character, mood or idea than others.
- I can change dynamics confidently within a performance to express changes in character.

Space:

- I can explain that space can be used to express a certain character, mood or idea.
- I can confidently use changes in level.
- I can confidently use changes in direction.
- I can confidently use changes in pathway.

Relationships:

- I can explain that some relationship are better suited to a certain character, mood or idea than others.
- I can use action and reaction to represent an idea.

Performance:

- I am aware of other performers in my group and know this will help us move in time.
- I can perform complex dances that

Actions:

- I can choreograph dances by using, adapting and developing actions and steps from different dance styles.

Dynamics:

- I use different dance styles and selected dynamics to express mood.
- I confidently use dynamics to express different dance styles.

Space:

- I confidently use direction and patterning to express different dance styles.

Relationships:

- I use different dance styles with selected relationships to express mood.
- I confidently use formations to express a dance idea.
- I confidently use canon to express and idea.
- I confidently use unison to express an idea.

Performance:

- I can apply effective performance principles to my own, and others' work.
- I accurately and fluently perform dances expressively, using a range of performance skills.

Strategy:

- I use dance principles to help me express an atmosphere or mood.

Actions:

- I can improve my actions with consideration to extension.
- I can improve my actions with consideration to shape.
- I can improve my actions with consideration to recognition of intent.
- I can show controlled movements which express emotion and feeling.

Dynamics:

- I select a variety of dynamics in my performance to help take the audience on a journey through my dance idea.
- I confidently use dynamics to express different dance styles.

Space + Relationships:

- I combine space and relationships with a prop to express my dance idea.
- I use a variety of compositional principles when creating my own dances.

Performance:

- I can explain the role of a leader within dance, and how they ensure our dance group performs together.

Strategy:

- I keep in character throughout my dance to help me express an atmosphere or mood



PE Knowledge & Skills

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
					communicate narrative and character well, performing clearly and fluently.		that can be interpreted by the audience.



PE Knowledge & Skills

Body Management: Gymnastics

Shapes:

- I can make different shapes with my body.
- I can show contrast with my body including wide vs narrow; straight vs curved.

Balances:

- I am still when holding a balance.
- I can demonstrate shapes in stillness using different parts of my body.
- I can change my body shape to help me roll.
- I can demonstrate rocking and rolling.

Jumps:

- I can bend my knees to help me land safely.
- I can jump safely.

Strategy:

- I can hold a shape and count to five for people to see my shape clearly.

Shapes:

- I can improve my shapes by extending parts of my body.
- I can demonstrate basic shapes
 - Straight
 - Tuck
 - Straddle
 - Pike

Balances:

- I can balance for 5 seconds.
- I can perform balances by making my body tense.
- I can perform balances by making my body stretched.
- I can perform balances by making my body curl.

Rolls:

- I can use different shapes to roll.
- I can demonstrate a barrel roll progression.
- I can demonstrate a straight roll progression.
- I can demonstrate forward roll progression.

Jumps:

- I can land on the balls of my feet to help me land with control.
- I can demonstrate shape jumps including jumping off low apparatus.

Strategy:

- I can use a starting position to let people know my sequence has begun.
- I can use a finishing position to let people know my sequence has ended.

Shapes:

- I can link some shapes together.
- I can demonstrate shapes in different gymnastics balances.

Balances:

- I can squeeze my muscles together to help me balance.
- I can remember, repeat and link combinations of gymnastics balances.

Rolls:

- I can demonstrate a barrel roll.
- I can demonstrate a straight roll.
- I can demonstrate a forward roll.
- I can use the rolls into sequence work.

Jumps:

- I look forward to help me land with control.
- I can demonstrate shape jumps.
- I can demonstrate take-off combinations.

Strategy:

- I can use shapes that link together to help my sequence flow.

Shapes:

- I can use body tension to make my shapes look better.
- I can demonstrate matching shapes.
- I can demonstrate contrasting shapes.

Balances:

- I can make my balances look interesting by using different levels.
- I can demonstrate point and patch balances.
- I can transition smoothly into and out of point and patch balances.

Rolls:

- I can demonstrate a range of safety considerations when performing more difficult rolls.
- I can develop the straight roll.
- I can develop the barrel roll.
- I can develop the forward roll.

Jumps:

- I can change the take-off of my jumps to make them look more interesting.
- I can change the shape of my jumps to make them look more interesting.

Strategy:

- I can use different levels to make my sequence look more interesting.

Shapes:

- I can explain that shapes improve my sequence.
- I can demonstrate a range of shapes that I use in my sequence.

Inverted Movements:

- I can explain that inverted movements are actions where my hips go above my head.
- I can demonstrate strength in the bridge.
- I can demonstrate strength in the shoulder stand.

Balances:

- I show awareness of how to keep myself, and others safe when performing partner balances.
- I can demonstrate control in individual balances.
- I can demonstrate control in partner balances.
- I can demonstrate fluency in individual balances.
- I can demonstrate fluency in partner balances.

Rolls:

- I can keep the shape of my roll using body tension.
- I can develop the straight roll and perform it with increased control.
- I can develop the barrel roll and perform it with increased control.
- I can develop the forward roll and

USE Y4 LADDER TO BUILD ON PREVIOUS LEARNING WHERE NECESSARY AS IT IS NOT ON Y4 CURRICULUM

Shapes:

- I can explain that shapes underpin all other skills.
- I can perform shapes consistently and fluently linked with other gymnastic actions.

Inverted Movements:

- Sometimes, I can move slowly to gain control.
- Other times, I can move quickly to build momentum.
- I can start to demonstrate progressions of a cartwheel.

Balances:

- I can use contrasting balances to make my sequence look interesting.
- I am beginning to use symmetrical balances.
- I am beginning to use asymmetrical balances.

Rolls:

- I work within my own capabilities, even if this differs from the ability of others.
- I can develop control in the straight roll.
- I can develop control in the barrel roll.
- I can develop control in the forward roll.
- I can develop control in the straddle roll.
- I can develop control in the backward roll.

Jumps:

- I can use jumps to link actions.

Shapes:

- I can explain which shapes to use for each skill.
- I combine and perform gymnastic shapes more fluently and effectively.

Inverted Movements:

- I can spread my weight across a base of support to help me balance.
- I can develop control in progressions of a cartwheel bridge and shoulder stand.

Balances:

- I can apply force to maintain control and balance.
- I can demonstrate counter balance.
- I can demonstrate counter tension.

Rolls:

- I can explain momentum, and where it comes from.
- I can use momentum to help me roll.
- I can develop consistency and fluency in the straddle roll.
- I can develop consistency and fluency in the forward roll.
- I can develop consistency and fluency in the backward roll.

Jumps:

- I can take off from two feet to give me more height and therefore, more time in the air.
- I can combine and perform a range of



PE Knowledge & Skills

Reception	Y1	Y2	Y3	Y4	Y5	Y6
				<p>perform it with increased control.</p> <ul style="list-style-type: none">I can develop the straddle roll and perform it with increased control. <p>Jumps:</p> <ul style="list-style-type: none">I can control my landing by landing toes first, looking forwards and bending my knee. <p>Strategy:</p> <ul style="list-style-type: none">I can use different directions to help make my sequence look interesting.	<ul style="list-style-type: none">I can change the shape of my jumps to make the sequence look interesting.I select, and use, a range of jumps to include in sequence work. <p>Strategy:</p> <ul style="list-style-type: none">I can use different pathways to make my sequence look more interesting.	<p>gymnastic jumps more fluently and effectively.</p> <p>Strategy:</p> <ul style="list-style-type: none">I use changes in formation to help make my sequence look interesting.



PE Knowledge & Skills

Body Management: Yoga

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Balance:</p> <ul style="list-style-type: none"> I can balance easier using more body parts than fewer body parts. I can use shapes in stillness using different parts of my body. <p>Flexibility:</p> <ul style="list-style-type: none"> I can make my body longer by reaching out with my arms and legs. I can use shapes and actions to stretch my body. <p>Strength:</p> <ul style="list-style-type: none"> I can hold my weight on different parts of my body. <p>Strategy:</p> <ul style="list-style-type: none"> I can explain how movement makes me feel. I can demonstrate my feelings in response to an activity or task. 	<p>Balance:</p> <ul style="list-style-type: none"> I can focus on something still to help me balance. I can perform balances and poses by making my body tense. I can perform balances and poses by making my body stretched. I can perform balances and poses by making my body curled. <p>Flexibility:</p> <ul style="list-style-type: none"> I can use yoga to help improve flexibility. I can explain that yoga helps with everyday tasks. I can demonstrate poses and movements that challenge my flexibility. <p>Strength:</p> <ul style="list-style-type: none"> I can use my strength to move slowly, and with control. I can demonstrate strength whilst transitioning from one pose to another. <p>Strategy:</p> <ul style="list-style-type: none"> I can explain that yoga can make me feel happy. 	<p>Balance:</p> <ul style="list-style-type: none"> I can squeeze my muscles to help me balance. I can remember, copy and repeat sequences of linked poses. <p>Flexibility:</p> <ul style="list-style-type: none"> I can explain that flexibility helps us to stretch our muscles and increase the movements in our joints. <p>Strength:</p> <ul style="list-style-type: none"> I can explain that strength helps us with everyday tasks such as carrying our school bags. I can demonstrate increased control in performing poses. <p>Strategy:</p> <ul style="list-style-type: none"> I can explain that yoga can make me feel calm. 	<p>Balance:</p> <ul style="list-style-type: none"> I can use my whole body part in contact with the floor to help me balance. I can demonstrate increased control when in poses. <p>Flexibility:</p> <ul style="list-style-type: none"> I can move as I breathe out to stretch a little further. I can demonstrate poses and movement in relation to my breath. <p>Strength:</p> <ul style="list-style-type: none"> I can use different body parts and muscles for different poses. I can demonstrate balances, showing some stability. <p>Strategy:</p> <ul style="list-style-type: none"> I can use my breath to focus. I can develop my ability to stay still and keep my focus. 	<p>Balance:</p> <ul style="list-style-type: none"> I can move with my breath to balance. I can use my breath to maintain balance within a pose. <p>Flexibility:</p> <ul style="list-style-type: none"> I can explain different body parts that I am extending in different poses. I can demonstrate increased extension in poses. <p>Strength:</p> <ul style="list-style-type: none"> I can work within my own strength abilities, and recognise others' strength may differ to my own. I can demonstrate increased control and strength when in a pose. <p>Strategy:</p> <ul style="list-style-type: none"> I can explain that mindfulness is a personal journey. I can demonstrate mindfulness activities with increased focus. 	<p>Balance:</p> <ul style="list-style-type: none"> I make ground contact points and spread weight evenly across them to maintain balance. I can use my breath to maintain balance within a pose. I can use my breath to maintain balance when transitioning from one move to another. <p>Flexibility:</p> <ul style="list-style-type: none"> I can improve my flexibility when moving with my breath. I can demonstrate flexibility by connecting movement with breath. <p>Strength:</p> <ul style="list-style-type: none"> I can explain that different poses use different muscles to hold them. I am beginning to know the names of some muscle groups. I can demonstrate increased control and strength when holding poses. I can demonstrate increased control when transitioning between poses. <p>Strategy:</p> <ul style="list-style-type: none"> I can use different techniques to control how I feel. 	<p>Balance:</p> <ul style="list-style-type: none"> I can explain where and when to apply force to maintain control and balance. I can link combinations of poses for balance with increased control in transition. <p>Flexibility:</p> <ul style="list-style-type: none"> I can explain which muscles require more practice to increase my flexibility. I can confidently transition from one pose to another showing extension connected to breath. <p>Strength:</p> <ul style="list-style-type: none"> I can explain that my own strength can be built up by practising in my own time. I can demonstrate poses that challenge my strength. I work to maintain increased control and strength when in, and transitioning between poses. <p>Strategy:</p> <ul style="list-style-type: none"> I can explain times in everyday life when mindfulness activities would be helpful for my wellbeing. I can demonstrate methods to control how I feel with some success.



PE Knowledge & Skills

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
OAA: Outdoor Adventurous Activity	<p>Problem Solving:</p> <ul style="list-style-type: none"> I can make simple decisions in response to a task. I can take part in activities where I have to make my own decisions. <p>Navigational Skills:</p> <ul style="list-style-type: none"> I move into a space away from other to keep myself safe. I leave a gap when following a path to help keep me safe. <p>Communication:</p> <ul style="list-style-type: none"> I talk to my partner to help solve challenges e.g. 'Let's go to the green hoop next.' I demonstrate the ability to move into a space. I demonstrate the ability to follow a path. <p>Reflection:</p> <ul style="list-style-type: none"> I am beginning to identify times when I am successful. 	<p>Problem Solving:</p> <ul style="list-style-type: none"> I can work collaboratively with others to help solve challenges. I can suggest ideas in response to a task. <p>Navigational Skills:</p> <ul style="list-style-type: none"> I can decide which way to go before starting to help me. I can follow a path. I can lead others. <p>Communication:</p> <ul style="list-style-type: none"> I can use short instructions to help my partner e.g. start/stop. I can communicate simple instructions. I listen to others. <p>Reflection:</p> <ul style="list-style-type: none"> I can identify when I am successful. I can make basic observations about how to improve. <p>Rules:</p> <ul style="list-style-type: none"> I can explain some rules that help us to play fairly. 	<p>Problem Solving:</p> <ul style="list-style-type: none"> I can listen to others' ideas in order to give us an idea we haven't already thought of. I can begin to plan strategies. I can apply strategies to overcome a challenge. <p>Navigational Skills:</p> <ul style="list-style-type: none"> I can explain that a map tells us what to do. I can follow a simple diagram/map. I can create a simple diagram/map. <p>Communication:</p> <ul style="list-style-type: none"> I use encouraging words when speaking to a partner or group to help them to trust me. I can work cooperatively with a partner. I can work cooperatively in a small group. <p>Reflection:</p> <ul style="list-style-type: none"> I can verbalise when I am successful. I can verbalise areas that I could improve. <p>Rules:</p> <ul style="list-style-type: none"> I can follow simple rules. I can apply simple rules. 	<p>Problem Solving:</p> <ul style="list-style-type: none"> I try ideas before deciding on a solution to help us come up with the best idea. I can discuss how to follow trails and solve problems. I can work with others to select appropriate equipment for the task. <p>Navigational Skills:</p> <ul style="list-style-type: none"> I hold the map so the items on the map match up to the items that have been placed out. I can spot where I am on a simple map. I can use simple maps and diagrams to follow a trail. I can create simple maps and diagrams to follow a trail. <p>Communication:</p> <ul style="list-style-type: none"> I take turns when giving ideas and don't interrupt others. I follow instructions. I give instructions. I accept other peoples' ideas. <p>Reflection:</p> <ul style="list-style-type: none"> I reflect on when and why I am successful at solving challenges. <p>Rules:</p> <ul style="list-style-type: none"> I use rules honestly to keep myself and others safe. 	<p>Problem Solving:</p> <ul style="list-style-type: none"> I discuss advantages and disadvantages of ideas to help guide us to a conclusion about which idea to use. <p>Navigational Skills:</p> <ul style="list-style-type: none"> I can use a key. I can use the cardinal points on a map to orientate it. I can plan independently, implementing a strategy with increased success. I can plan in small groups, implementing a strategy with increased success. <p>Communication:</p> <ul style="list-style-type: none"> I can explain that there are different types of communication. I can communicate without talking. I can confidently communicate ideas. I listen to others. <p>Reflection:</p> <ul style="list-style-type: none"> With increased accuracy, I can critically reflect on when and why I am successful at solving challenge. <p>Rules:</p> <ul style="list-style-type: none"> I work with integrity and know this is important. 	<p>Problem Solving:</p> <ul style="list-style-type: none"> I can recognise there may be more than one way to solve a challenge. I use trial and error to help guide me to the best solution. I use tactical planning within a team to overcome increasingly challenging tasks. <p>Navigational Skills:</p> <ul style="list-style-type: none"> I can use a key to identify objects and locations. I can develop my navigational skills and map reading in increasingly challenging tasks. <p>Communication:</p> <ul style="list-style-type: none"> I am descriptive but concise when giving instructions e.g. 'two steps to the left.' I use a variety of communication methods with increasing success. <p>Reflection:</p> <ul style="list-style-type: none"> I reflect on when I am successful at solving challenges. I alter my methods in order to improve. <p>Rules:</p> <ul style="list-style-type: none"> I abide by rules to enable my classmates to complete the course e.g. not moving controls. 	<p>Problem Solving:</p> <ul style="list-style-type: none"> I can explain that being able to solve problems is an important life skill. I can pool ideas within a group, selecting and applying the best method to solve a problem. <p>Navigational Skills:</p> <ul style="list-style-type: none"> I can explain why having good navigational skills are important. I can orientate a map efficiently to navigate around a course with multiple points. <p>Communication:</p> <ul style="list-style-type: none"> I can explain that good communication skills are key to solving problems and working effectively as a team. I inclusively communicate with others. I inclusively share job roles. I lead when necessary. <p>Reflection:</p> <ul style="list-style-type: none"> With increasing accuracy, I reflect on when and how I am successful at solving challenges. With increasing accuracy, I alter my methods in order to improve. <p>Rules:</p> <ul style="list-style-type: none"> I can explain the rules. I can think creatively to solve the challenge whilst abiding by the rules.