

The Skills in PE



At William Tyndale Primary School, our PE curriculum is built around meaningful and joyful learning that nurtures children's competence and confidence. We aim to equip our children with the skills, motivation, and habits to freely choose and enjoy physical activity.

Our PE curriculum blends the progressive learning themes delivered through Team Kick Start with a rich class-teacher sport and activity programme. The two weekly PE lessons are mapped together deliberately: where there is a strong connection, learning is revisited and consolidated to give pupils greater depth and time to practise, refine and apply key skills; where a different activity adds value, the class-teacher lesson broadens pupils' experience and gives them opportunities to transfer their learning into a new physical context.

The curriculum has been considered as a sequence both within each year and across the whole school, from Year 1 Autumn 1 through to Year 6 Summer 2. In Key Stage 1 there is a particular emphasis on consolidating fundamental movement, object control, cooperation, dance and simple game understanding. As pupils move through Key Stage 2, the curriculum balances this depth with increasing breadth and challenge, including tactics, decision-making, evaluation, problem solving, competition and outdoor and adventurous activity. Repeated activities are used purposefully so that pupils revisit important learning at a more demanding level rather than simply repeating the same experience. This approach supports an ambitious, broad and balanced curriculum while allowing children time to secure and build on their learning.

We focus on four main areas:

1. **Movement skills** – developing coordination, balance, agility and control
2. **Sport skills** – applying techniques, tactics, and rules across a variety of games and activities
3. **Thinking skills** – making decisions, solving problems, and reflecting on performance
4. **People skills** – collaborating, communicating, and showing respect for others



PE Whole School Overview 2026 2027

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:

- physical literacy skills across a broad range of sports and activities;
- an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- sportsmanship, strategic engagement and enjoyment within competitive sports

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Right of the month	September: Article 28 – the right to learn and go to school October: Article 12 – the right to be listened to	November: Article 19 – the right not to be harmed and to be looked after and kept safe December: Article 13 – the right to follow your own religion	January: Article 29 – the right to become the best you can be February: Article 42 – the right to learn about your rights	March: Article 7 – the right to a name and a nationality	April: Article 24 – the right to food, water and medical care May: Article 20 – the right to practise your own culture, language and religion	June: Article 22 – the right to special protection and help if you are a refugee July: Article 31 – the right to play and rest
Skill of the Month	September: Listening October: Speaking	November: Teamwork December: GLOBAL GOALS	January: Problem Solving February: Staying Positive	March: Creativity April: GLOBAL GOALS	April: GLOBAL GOALS May: Aiming High	June: Leadership July: GLOBAL GOALS
Whole school days/events linked to PE	Bike to School Week		Children's Mental Health Week			National School Sports Week Sports Day
Nursery: Units and RTP (Ready to Progress) Objectives	Developing Physical Confidence I can use different ways to travel.	Negotiating Space I can move around the space by walking or running.	Ball Skills I can throw a variety of objects (hand-eye coordination).	Ball Skills I show increasing control over an object in pushing, throwing, catching, or kicking it.	Dance I can respond to music.	Athletics I can work in a team with adult guidance.
Reception: Units and RTP Objectives	Using and Exploring Space I can use all the space available. Running Games I can change speed and direction.	Using and Exploring Space I can negotiate obstacles safely. Bat and Ball Skills I can aim a ball in a general direction with a bat.	Throwing and Aiming I can try a range of throwing techniques. Yoga I can copy adult movements and poses (developing coordination/strength/balance).	Gymnastics I can try a range of balances Big Ball Skills I can catch after bouncing/throwing up (Hand-eye coordination).	Athletics I can complete a basic relay race with adult support. Dance I can make big clear actions and move in relation to the music.	Indoor Relay Races Athletics I can take part in practice races for Sports Day.
Year 1: Units and RTP Objectives	Fairness and Respect I can confidently switch between attacking and defensive roles. Dance - Growing I can begin to move in	Playing with others I can work with a partner and in small groups whilst managing my own games. Dance - Heroes	Moving with control I can build and perform short sequences with confidence. Ball Skills - Hands	Ways to move I can apply fundamental movement skills in a range of different activities. Playing Games	Throwing and catching skills I can track, catch and throw a ball with some success. Games for Understanding	Better Together I can communicate effectively with others when problem solving. Racquets, Bats and Balls I can strike, track and

	time with a simple rhythm and increasing control.	I can create simple steps or movements and remember a short sequence.	I can track, throw, catch and receive with increasing control.	I can understand why I need to listen to instructions when playing a game.	I can use simple rules, space and decisions to take part successfully in games.	control different balls using a range of implements.
Year 2: Units and RTP Objectives	Team Games I can work cooperatively with a partner and a small group to solve problems. Dance - Explorers I can respond to stimulus using a range of different, controlled movements.	Practice makes better I can hit a ball using equipment with increasing consistency. Dance - Great Fire of London I can use movement and expression to communicate an idea or story.	Simple Movement Patterns I can plan and repeat simple sequences of actions, using levels. Ball Skills- Sticks I can move at speed and apply agility during sport.	Fundamental movement skills I can show balance and coordination when running, jumping and throwing. Ball Skills - Feet I can dribble, send, receive and control a ball with my feet.	Hands and Feet I can play games using my hands and feet and show respect to others. Creating Games I can create a simple game with clear rules and a way to score.	Fundamentals in Games I can use basic skills and rules to play games fairly and successfully. Team Building I can include everyone when working as a team and understand what an effective team looks like.
Year 3: Units and RTP Objectives	Working together I can take part in different games and work well with others by sharing ideas and solving problems. Dance - Weather I can use rhythm, dynamics and expressive movement to create and perform a sequence.	Challenging Yourself I can challenge myself, learn from mistakes and keep going when learning becomes difficult. Game Sense (Net & Wall) I can send and return with control and use simple positioning and tactics.	Individual and group challenges I can encourage my teammates to have a positive attitude when learning becomes challenging Netball I can pass, receive, move into space and apply simple attacking and defending ideas.	Running, throwing and catching skills I can use running, throwing and catching skills to improve how I move and play. Handball I can apply running, throwing, catching and decision-making in an invasion game.	Team Challenges I can work with my team to solve challenges by listening, sharing ideas and encouraging others. OAA (Collaboration) I can communicate, plan and work collaboratively to solve outdoor and adventurous challenges.	Around the World I can learn and play games from around the world and show respect for different cultures. Cricket I can strike, throw, catch and make simple fielding decisions in a striking and fielding game.
Year 4: Units and RTP Objectives	Evaluating Success I can reflect on my performance, recognise progress and identify how to improve. Mindfulness I can use controlled movement, breathing and body awareness to support calm participation.	Exploring Physical Education I can compare different forms of PE and recognise how skills transfer between activities. Game Sense (Net & Wall) I can refine positioning, sending and returning and make tactical decisions against an opponent.	Running and Jumping skills I can run with speed and control and jump with power and accuracy. Athletics I can refine running, jumping and throwing techniques and use measures to evaluate performance.	Moving Together I can create and perform controlled movement sequences with others. Swimming I can work towards the statutory swimming outcomes, including effective strokes and safe self-rescue.	Throwing and Catching Skills I can throw and catch consistently while moving and under pressure. African Dance I can dance in unison and use rhythm, levels, direction and dynamics.	Around the World I can follow and adapt rules, strategies and formats from games played around the world. African Dance I can develop a longer, more complex group performance with control and fluency.
Year 5: Units and RTP Objectives	Including Everyone I can adapt tactics, roles and activities so everyone can participate meaningfully.	Thinking of Others I can show fairness, respect and consideration so that everyone can participate.	Attacking and Defending Skills I can apply attacking and defending principles across different game situations.	Sending and Receiving Skills I can select and refine ways of sending, receiving and	Problem Solving I can plan, test, review and adapt solutions to physical challenges.	Competing as a Team I can apply skills and tactics in sustained team competition and reflect on my role.

	Gymnastics - Counter Balance and Counter Tension I can create controlled partner and group balances and link them fluently.	Dance - Street Art I can use dynamics, expression and relationships to create and refine a dance sequence.	Game Sense (Invasion) I can apply space, support, attack, defence and tactical decision-making in invasion games.	controlling objects under pressure. Badminton I can serve, return, move and use placement with increasing consistency.	Health Related Exercise I can explain how exercise affects my body and apply principles of safe, purposeful fitness.	Cricket I can apply striking, fielding, throwing and tactical decisions in a competitive context.
Year 6: Units and RTP Objectives	Being part of a Team I can lead when appropriate, take responsibility and contribute positively to team goals. Gymnastics - Matching and Mirroring I can create fluent and creative partner or group sequences using matching and mirroring.	Exploring Physical Education I can reflect on my PE journey and transfer skills and knowledge across activities. OAA (Orienteering) I can use a map, plan routes and make decisions with increasing independence.	Defending Skills I can read play, protect space, support teammates and transition effectively from defence. Tennis I can use placement, consistency, recovery and tactical decision-making in net and wall play.	Attacking Skills I can create and exploit space and make effective attacking decisions. Rounders I can apply striking, fielding and tactical decisions to create and restrict scoring opportunities.	Creating and competing as a Team I can take on different roles to organise, compete and celebrate success together. Athletics I can refine running, jumping and throwing technique and apply it in competitive performance.	Creating and competing as a Team I can sustain team roles and responsibilities and contribute to a shared competitive experience. Dance - Y6 Show I can create, rehearse and perform a group dance confidently as part of a final production.

Nursery: Physical Education Knowledge and Skills Progression

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:

- physical literacy skills across a broad range of sports and activities;
- an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- sportsmanship, strategic engagement and enjoyment within competitive sports

Physical Development Early Learning Goals (Gross Motor Skills)	Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.											
Physical Development Early Learning Goals (Fine Motor Skills)	Children at the expected level of development will: -Use one handed tools and equipment -Use their developing fine motor skills to manage their needs											
UNIT	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	<u>Developing Physical Confidence</u>		<u>Negotiating Space</u>		<u>Ball Skills</u>		<u>Ball Skills</u>		<u>Dance</u>		<u>Athletics</u>	
Key Targets	I can use different ways to travel.		I can follow instructions		I can move around the space while carrying different sizes of balls		I can develop throwing a variety of objects		I can respond to music		I can take part in practice races for Sports Day	
			I can move around the space by walking or running		I can throw a variety of objects (small and large balls/bean bags)		I can send a ball away with some control		I can step forwards and backwards with some control		I can work in a team with adult guidance	

		I know the difference between stillness and movement		I can roll a ball towards a target		I show increasing control over an object in pushing, throwing, catching or kicking it		I can begin to make simple shapes with my body		I can wait for my turn with adult support	
		I can move in a variety of different ways around the space and stop when they hear the tambourine.		I can explore how a range of balls and beanbags can be moved and stopped.		I can explore moving large balls with my feet		I can move my body in a variety of ways, responding to instrumental music (linked to minibests topic e.g. scuttling, sliding, floating arms)		I can use the obstacle race equipment with adult support	
		I can find a space without touching objects or others.				I am beginning to aim and kick balls into space					
		I can begin to use running and jumping skills.		I can throw towards a target (e.g. into a hoop)		I can control my movements to kick ball towards a target					
						I can roll a ball away and towards target					

Reception: Physical Education Knowledge and Skills Progression

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Physical Development Early Learning Goals (Fine Motor Skills)	Children at the expected level of development will: - Develop their upper arm, shoulder strength, core strength as well as stability to support their fine motor skills - Use a range of tools competently, safely and confidently											
Unit 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Using and Exploring the space		Using and Exploring the space.		Throwing/Aiming		Gymnastics		Athletics		Indoor relay races	
Key Targets	I can use different ways to travel.		I can move around using all areas of the hall		I can try a range of throwing techniques.		I can try a range of balances		I am learning to be in a team		I can take part in practice races for Sports Day	
	I can use all the space available		I can respond to signals		I can aim with different equipment (hand-eye coordination)		I can explore body shapes		I can complete a basic relay race with adult support			
	I can be aware of others		I can retrieve equipment on command				I am developing physical strength/confidence (e.g. using climbing frames)		I can use the obstacle course equipment			

	I can follow adult Instructions.						
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Physical Development Early Learning Goals (Fine Motor Skills)	Children at the expected level of development will: - Develop their upper arm, shoulder strength, core strength as well as stability to support their fine motor skills - Use a range of tools competently, safely and confidently											
Unit 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Running games		Bat and ball skills.		Yoga		Big Ball Skills		Dance		Athletics	
Key Targets	I have an awareness of others when running		I can send a ball away with basic control		I can focus on the activity for a short period of time (developing mindfulness)		I can send a ball away with basic control.		To explore a range of movements linked to water flow		I can take part in practice races for Sports Day	
	I can use all the space available		I can aim a ball in a general direction with a bat		I can copy adult movements and poses (developing coordination/strength /balance)		I can stop a ball with basic control		I can move my body in response to music			
	I can change speed and direction				I can stretch parts of my body with adult guidance		I can catch after bouncing/throwing up					
	I can respond to signals											

Year 1: Physical Education Knowledge and Skills Progression

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Unit 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fairness and Respect		Playing with others		Moving with control		Ways to move		Throwing and catching skills		Better Together	
Key Targets	I can play fairly, follow rules and show respect to others.		I can use correct techniques to play net and wall games		I can perform and share my gymnastics sequences with confidence.		I can show different movement skills – like running, jumping, and balancing - when		I can watch the ball, move into position, and throw or catch with control		I can communicate effectively with others when problem solving.	

						playing a variety of games						
	I can move safely with control		I can use simple skills when playing with others		I can perform basic gymnastics shapes with control		I can use different running speeds for different activities		I can throw in isolation and combination		I can use simple movement skills effectively in team activities	
	I can compete fairly and follow agreed rules.		I can begin to strike the ball away from my partner		I can run on the balls of my feet		I can explain different ways my body can move and when to use each movement in an activity		I can explain how to get my body ready to throw or catch		I can listen carefully to my teammates' ideas.	
	I can respect teammates and opponents		I can reflect on my performance and teamwork to improve		I can combine different skills to create confident sequences		I can choose the best movement skill for a task or game to help me play effectively		I can choose the right type of throw for the distance or target		I can take turns and make sure everyone has a chance to contribute.	
	I can share roles so everyone takes part		I can work with a partner and small groups to manage games confidently		I can reflect on my performance with the goal of making progress		I can enjoy trying new ways to move and encourage others to join in		I can keep trying and stay positive, even if I miss the ball		I can work with my team to find a solution we all agree on.	
Personal Development Targets	I can work with a partner and begin to listen to their ideas		I can understand the rules and tactics of net and wall games		I can use equipment safely and collaboratively		I can work with others respectfully when exploring and practicing movement skills		I can encourage and support others when we are throwing and catching together		I can work with my team to find a solution we all agree on.	
Link to Skills	 		 		 		 		 		 	

Year 1: Physical Education Knowledge and Skills Progression

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Unit 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	<u>Dance - Growing</u>		<u>Dance - Heroes</u>		<u>Ball Skills - Hands</u>		<u>Playing Games</u>		<u>Games for Understanding</u>		<u>Rackets, Bats and Balls</u>	
Key Targets	I can move my whole body with increasing control.		I can create simple steps or movements.		I can throw and catch a bean bag successfully.		I can push or hit a ball towards a target.		I can follow simple rules and explain how a game works.		I can strike, send and receive using different bats, rackets and balls.	
	I can move in response to sounds and music.		I can coordinate and control my body to perform movements.		I can send and receive a ball using some control.		I can keep a ball controlled using a racket or bat.		I can move into space to help myself or my team.		I can adjust the strength of a strike for a target or distance.	
	I can begin to move in time with a simple rhythm or beat.		I can respond to music with expression.		I can begin to use my body to help me catch a ball.		I understand the importance of accuracy when striking a ball.		I can make a simple choice about when to pass, move or score.		I can track a ball and move into a good position.	

Personal Development Targets	I can work creatively with a partner and listen to their ideas.		I can describe and discuss others' work kindly.		I can try my best even when something is tricky.		I can use equipment safely and collaboratively.		I can work with others to make a game successful.		I can encourage and cooperate with others during activities.	
Link to Skills	 	 	 	 	 	 						

Year 2: Physical Education Knowledge and Skills Progression

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Unit 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Team Games		Practice makes better		Simple Movement Patterns		Fundamental movement skills		Hands and Feet		Fundamentals in Games	
Key Targets	I can work cooperatively with a partner and a small group to solve problems.		I can show how to hold and use equipment to hit a ball correctly		I can plan a sequence of actions using different levels		I can explain different ways to keep my balance when I move		I can choose how to use my hands or feet for different games		I can remember and follow the basic rules of a game.	
	I can listen carefully to my partner's ideas.		I can choose the best way to hit the ball for the game I am playing		I can remember and repeat my sequence in the right order		I can choose the best way to move for an activity		I can remember the rules for games we play with hands or feet		I can choose the right skill to help my team play well.	
	I can share my own ideas clearly with my group.		I can keep trying and practicing, even if I miss the ball at first		I can enjoy trying new ways to move and share my ideas confidently.		I can look after my own space so that others can move safely		I can be a good sport whether I win or lose.		I can play fairly and take turns so everyone enjoys the game.	
	I can help make sure everyone in my group has a role.		I can encourage others and celebrate their effort when they are practicing		I can respect others' ideas when we share sequences		I can work positively with a partner or group when practising movement.		I can congratulate others when they do well in a game.		I can be a good sport by celebrating others' successes and staying positive.	
Personal Development Targets	I can work with my team to solve problems in a game or activity.		I can hit the object using my hand and equipment with better control each time I practice		I can perform a sequence smoothly, using different levels		I can show balance and coordination when running, jumping, and throwing		I can control a ball with my hands or feet in a game		I can use basic skills, like passing, running and aiming, to play games with others.	
Link to Skills	 	 	 	 	 	 						

Year 2: Physical Education Knowledge and Skills Progression

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Unit 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	<u>Dance - Explorers</u>		<u>Dance - Great Fire of London</u>		<u>Ball Skills - Sticks</u>		<u>Ball Skills - Feet</u>		<u>Creating Games</u>		<u>Team Building</u>	
Key Targets	I can use my whole body when I move.		I can use movement and expression to communicate an idea or story.		I can control a ball using a stick with increasing accuracy.		I can control a ball with my feet while moving.		I can create a simple game with clear rules and a way to score.		I can work with other children to complete a challenge.	
	I can create a short sequence of movements.		I can change the way I move to demonstrate different emotions.		I can send a ball towards a target using a stick.		I can pass a ball accurately over a short distance.		I can choose equipment and space that make my game work.		I can share ideas and listen to my teammates.	
	I can remember simple dance steps and perform them.		I can remember and perform a sequence in the correct order.		I can receive or stop a moving ball with control.		I can receive and stop a ball with control.		I can adapt a rule to make a game fair or more challenging.		I can take turns and help everyone have a role.	
	I can use different movements to improve my performance		I can link movements together to perform a dance sequence		I can control and move a ball using a stick		I can control, move and pass a ball using my feet		I can create a simple game with rules and explain how to play		I can stay calm and positive when our team faces a challenge.	
Personal Development Targets	I can describe and discuss others' work.		I can give constructive feedback to others.		I can use equipment safely and work positively with others.		I can play fairly and stay positive when learning new skills.		I can listen to others' ideas and include them in our game.		I can explain why teamwork can help us succeed.	
Link to Skills	 		 		 		 		 		 	

Year 3: Physical Education Knowledge and Skills Progression

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Unit 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	<u>Working together</u>		<u>Challenging Yourself</u>		<u>Individual and group challenges</u>		<u>Running, throwing and catching skills</u>		<u>Team Challenges</u>		<u>Around the World</u>	
Key Targets	I can suggest strategies my team could use to be more successful.		I can set myself realistic goals that push me to improve.		I can plan a sequence with my partner that uses both matching and contrasting actions.		I can choose the best running pace for different distances and situations.		I can listen to everyone's ideas before making a team decision.		I can describe where a game comes from and how it is played in that country.	

	I can think about what worked well and what we could improve on.		I can notice what I need to work on and plan how to get better.		I can adapt our sequence to make it more creative or challenging.		I can decide which type of throw will work best in the game I'm playing.		I can suggest creative solutions when our first idea doesn't work.		I can compare games from different cultures and notice what is similar or different.	
	I can value everyone's contribution, even if they are different from my own ideas.		I can stay determined when something feels difficult.		I can respect my partner's ideas and be willing to try them out.		I can show determination to improve my personal best.		I can keep my team's spirits up if we make mistakes or face problems.		I can show respect for other cultures by following the rules and traditions of their games.	
	I can stay positive and help keep my team motivated, even when we are behind.		I can see mistakes as a chance to learn and keep trying.		I can work patiently with my partner to improve our timing and flow.		I can encourage others to keep going and celebrate their improvements.		I can make sure everyone feels included and has a role in the challenge.		I can appreciate and celebrate the variety of ways people enjoy sport around the world.	
Personal Development Targets	I can play a variety of games, showing different ways to pass, move and score with others.		I can try new physical activities and repeat them until I can perform them with more control and accuracy.		I can perform a clear partner sequence that shows matching and contrasting actions with control and fluency.		I can run at different speeds, throw accurately and catch consistently during games and activities.		I can work physically with my team to complete challenges that need moving, building or balancing.		I can take part in games from different countries, showing the correct skills, movements and techniques used in those games.	
Link to Skills	 	 	 	 	 	 						

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Unit 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	
	<u>Dance - Weather</u>		<u>Game Sense (Net & Wall)</u>		<u>Netball</u>		<u>Handball</u>		<u>OAA (Collaboration)</u>	
Key Targets	I can travel in time with music.		I can send and return an object with increasing control.		I can pass and receive accurately while moving.		I can run, throw and catch effectively while moving.		I can work with my group to plan a solution to a physical challenge.	
	I can replicate actions to a rhythmic pattern.		I can move into a good court position after sending.		I can move into space to support a teammate.		I can pass accurately to a teammate under increasing pressure.		I can adapt our plan when our first idea does not work.	
	I can use dynamics to show changes in weather.		I can aim away from an opponent to make returning more difficult.		I can begin to mark an opponent and protect space.		I can move into space to create a passing option.		I can communicate clearly and listen to others when solving challenges.	
									I can strike a ball into space with increasing control.	
									I can begin to choose an appropriate fielding position.	
									I can throw and catch accurately when fielding.	

	I can create a short dance sequence in a group or pair.		I can use simple tactics to outwit an opponent.		I can make simple attacking and defending decisions in a game.		I can make simple decisions about when to pass, move or shoot.		I can encourage others and take responsibility for my role in the group.		I can make simple decisions about when to run or stop.	
Personal Development Targets	I can explain strengths in others' performances and use feedback to improve.		I can discuss game situations and use them to improve my performance.		I can communicate positively and include others in team play.		I can work positively with teammates and opponents.		I can make sure everyone feels included and has a role.		I can concentrate on my role and encourage my team.	
Link to Skills	 	 	 	 	 	 						

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Unit 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Evaluating Success		Exploring Physical Education		Running and Jumping skills		Moving Together		Throwing and Catching Skills		Around the World	
Key Targets	I can identify what I did well and what I could improve on in my performance		I can describe how different activities help me to move better, stay healthy, or work with others		I can decide when to use short bursts of speed or longer pacing in running		I can create and perform controlled movement sequences with others.		I can choose the most effective type of throw for the situation.		I can explain the key rules of a game from another country.	
	I can explain how my skills have improved over time through practice		I can choose activities that help me develop a variety of skills		I can select the best jumping technique for the activity or challenge		I can use timing, levels and relationships to make our sequence more effective.		I can position myself to make catching easier under pressure.		I can adapt my tactics to suit the way the game is played.	
	I can take pride in my progress, even when I feel I can't do what others can.		I can be open minded and willing to try new activities		I can challenge myself to beat my own running and jumping distances or time		I can stay calm and focused while working closely with others.		I can stay calm and focused when catching or throwing during a fast-paced game.		I can respect different cultures and traditions when playing their games.	
	I can stay positive and motivated when working to improve		I can support others when they are trying something unfamiliar		I can keep trying even if I don't succeed at first		I can support and encourage others when refining a shared performance.		I can encourage my teammates when they are under pressure.		I can support and encourage others when we create and play games.	
Personal Development Targets	I can repeat skills and activities with focus so that my performance improves each time I practice		I can take part in a range of activities, showing effort, control, and a willingness to learn new skills		I can run at speed with control and jump powerfully, landing accurately and safely in different activities		I can move with control and fluency when performing with a partner or group.		I can throw accurately and catch securely while moving, even when challenged by an opponent.		I can work with others to design, adapt and perform a group game inspired by global activities.	

Link to Skills	 	 	 	 	 	 
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Year 4: Physical Education Knowledge and Skills Progression

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:

- o physical literacy skills across a broad range of sports and activities;
- o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- o sportsmanship, strategic engagement and enjoyment within competitive sports

Unit 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Mindfulness</u>	<u>Game Sense (Net & Wall)</u>	<u>Athletics</u>	<u>Swimming</u>	<u>African Dance</u>	
Key Targets	I can use controlled movement and breathing to focus. 	I can send and return with greater consistency and accuracy. 	I can sprint and run for sustained periods using appropriate technique. 	I can swim competently, confidently and proficiently over at least 25 metres. 	I can perform a longer African dance sequence with control and fluency. 	
	I can recognise how physical activity can affect how I feel. 	I can recover to an effective position after playing a shot. 	I can jump for distance with control and safe landing. 	I can use a range of strokes effectively. 	I can use formations, unison and transitions effectively as part of a group. 	
	I can move with balance and body awareness. 	I can use placement to move an opponent and create space. 	I can throw for accuracy and distance using appropriate technique. 	I can perform safe self-rescue in different water-based situations. 	I can combine levels, directions and dynamics to make our performance more expressive. 	
	I can use simple strategies to stay calm and ready to participate. 	I can adapt tactics in response to an opponent. 	I can use times and distances to evaluate and improve performance. 	I can explain how to stay safe in and around water 	I can use feedback to refine and improve our group performance. 	
Personal Development Targets	I can respect others' space and work quietly and positively. 	I can compare performances and suggest a useful improvement. 	I can challenge myself to improve my own performance. 	I can stay positive and persevere when developing swimming skills. 	I can work respectfully with others when learning and performing. 	I can perform confidently and respectfully as part of a group. 
Link to Skills	 	 	 	 	 	 

Year 5: Physical Education Knowledge and Skills Progression

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:

- physical literacy skills across a broad range of sports and activities;
- an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- sportsmanship, strategic engagement and enjoyment within competitive sports

Unit 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Including Everyone		Thinking of Others		Attacking and Defending Skills		Sending and Receiving Skills		Problem Solving		Competing as a Team	
Key Targets	I can explain why certain tactics might work in a specific situation		I can notice when someone feels left out and think of ways to include them		I can recognise when to attack and when to defend in different game situations.		I can select an appropriate way to send or receive an object for the situation.		I can think through different ways to solve a physical challenge before acting.		I can prepare for competition by choosing the right tactics for my team	
	I can recognise when we need to change our tactics during a game		I can adapt a game so more people can join in and enjoy it		I can identify useful space and positioning to help my team in attack or defence.		I can adjust the speed, direction or placement of a pass or shot to create an advantage.		I can adapt my plan if it is not working.		I can analyse what went well and what could have improved after the match	
	I can encourage others to try tactical ideas they may not have used before		I can treat all players with fairness, no matter their skill level		I can stay calm and focused when making decisions under pressure.		I can stay confident and positive when sending or receiving under pressure.		I can remain open to teammates' suggestions and adjust my approach.		I can show respect for opponents, teammates, and officials throughout a competition	
	I can involve everyone in tactical discussions		I can listen to others' suggestions and respond respectfully		I can work with teammates to change quickly between attacking and defending roles.		I can communicate clearly to help teammates receive successfully.		I can support my team by staying positive when our plan needs changing.		I can celebrate success and handle disappointment in a positive way	
Personal Development Targets	I can apply different tactics in game play, such as finding space, marking opponents, or supporting teammates, to make my team more successful		I can take part in activities by sharing equipment, rotating positions and adapting my play so everyone gets a chance to be involved		I can apply attacking and defending principles across a range of games and activities.		I can send, receive and control objects accurately while moving and under pressure.		I can put strategies into action and adapt them to solve physical problems.		I can perform my roles in a competition with accuracy, control and effort, using my skills effectively under pressure	
Link to Skills	 		 		 		 		 		 	

Year 5: Physical Education Knowledge and Skills Progression

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:

- physical literacy skills across a broad range of sports and activities;
- an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- sportsmanship, strategic engagement and enjoyment within competitive sports

Unit 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Gymnastics - Counter Balance and Counter Tension		Dance - Street Art		Game Sense (Invasion)		Badminton		Health Related Exercise		Cricket	
Key Targets	I can create controlled counterbalances with a partner.		I can use dynamics and expression to bring an idea to life through movement.		I can use space and support to help my team keep possession.		I can serve and return with increasing consistency.		I can explain how exercise affects my body.		I can strike with control and choose areas of space to target.	

	I can use counter tension safely and effectively.		I can select movements that fit the music and stimulus.		I can recognise when to attack and when to defend.		I can move efficiently to recover to a useful court position.		I can identify activities that develop different components of fitness.		I can throw and catch accurately over different distances.	
	I can travel creatively into and out of balances.		I can create and refine a sequence with a partner or group.		I can adapt tactics in response to what is happening in a game.		I can use placement and changes of direction to challenge an opponent.		I can exercise safely at an appropriate intensity.		I can use appropriate fielding positions and back up teammates.	
Personal Development Targets	I can communicate positively with a partner or group.		I can work creatively and respond constructively to feedback.		I can communicate positively and include others in tactical discussions.		I can use feedback to refine my performance.		I can encourage others and respect different levels of fitness.		I can communicate effectively and carry out my role within a team.	
Link to Skills	 	 	 	 	 	 						

<u><i>Year 6: Physical Education Knowledge and Skills Progression</i></u>												
Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing: - physical literacy skills across a broad range of sports and activities; - an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and - sportsmanship, strategic engagement and enjoyment within competitive sports												
Unit 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	<u>Being part of a Team</u>		<u>Exploring Physical Education</u>		<u>Defending Skills</u>		<u>Attacking Skills</u>		<u>Creating and competing as a Team</u>		<u>Creating and competing as a Team</u>	
Key Targets	I can recognise when my team needs leadership and step up to help guide them		I can review the skills and knowledge I have gained throughout my PE experience		I can read the game to anticipate opponents' moves and decide when to intercept or mark		I can scan the playing area to spot the best space to move in to before I receive the ball		I can explain the role I am taking in the team and how it helps us work towards our goal		I can stay focused and positive in my role even if the game gets challenging.	
	I can identify my own responsibilities and how they affect the team's success		I can plan and improve games or activities by applying what I have learned over time		I can communicate effectively to my team mates when passing attackers on		I can decide quickly whether to pass, dribble, or shoot based on the movement of opponents and teammates		I can adapt my strategy based on the role I am playing and the needs of the team		I can help to organise the team so that everyone knows their role	
	I can encourage and support teammates, especially when they face challenges		I can work collaboratively to refine games, valuing the ideas and feedback of others		I can take responsibility for covering my teammates and helping them to stay organised		I can communicate clearly with teammates to help us find space effectively		I can listen to my teammates' ideas and respect their decisions even if they are different to mine		I can use fair play and honesty whether I am a player, referee, or have another role.	

	I can show respect for all team members and value their contributions.		I can celebrate personal and group achievements with confidence and pride		I can stay focused and calm under pressure, encouraging teammates during defensive play		I can encourage my teammates to try new attacking ideas and support them if they make mistakes		I can celebrate both individual and team achievements In a positive way		I can support my teammates by giving constructive feedback	
Personal Development Targets	I can take responsibility for my team role, communicate clearly and support our team goals.		I can lead confidently and work with others to create and adapt games.		I can win the ball back and pick the right pass to transition from defence to attack		I can change direction and speed quickly to move into the best space for an attack		I can perform my role to the best of my ability, showing skill and good technique		I can learn new skills around journalism and photography	
Link to Skills	 	 	 	 	 	 						

<u><i>Year 6: Physical Education Knowledge and Skills Progression</i></u>												
Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing: - physical literacy skills across a broad range of sports and activities; - an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and - sportsmanship, strategic engagement and enjoyment within competitive sports												
Unit 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	<u>Gymnastics - Matching and Mirroring</u>		<u>OAA (Orienteering)</u>		<u>Tennis</u>		<u>Rounders</u>		<u>Athletics</u>		<u>Dance - Y6 Show</u>	
Key Targets	I can explore and select interesting and challenging movements.		I can use a map to locate points in a set order.		I can serve and return with consistency and control.		I can strike a bowled ball into space with control.		I can use correct technique when throwing a javelin or shot put.		I can use scale, level, shape and dynamics in my movements.	
	I can use apparatus competently, safely and creatively.		I can plan an efficient route before beginning a task.		I can recover to an effective court position after each shot.		I can throw accurately over distance when fielding.		I can use the correct technique for sprinting.		I can add expression to create a character or communicate an idea.	
	I can create a challenging matching and mirroring sequence with a partner.		I can orientate a map and adjust my route when needed.		I can use placement, depth and direction to create space.		I can choose effective fielding positions and back up teammates.		I can take part in a relay and pass a baton successfully.		I can create a dance that fits a particular piece of music.	
Personal Development Targets	I can take part in accurate self- and peer-assessment.		I can take responsibility for my role and contribute to group decisions.		I can assess performance accurately and suggest improvements.		I can communicate clearly and take responsibility for my role.		I can be a positive role model and compete fairly.		I can communicate positively and confidently as part of the Year 6 show.	

Link to Skills	 	 	 	 	 	 
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