| • Foundation Stage/Reception | | |
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| • Unit of work | • NC Expectation: | • Unit End Points: |
| • Dance | Develop skills of travelling, turning, stillness; changing shape, size, direction, level, speed and actions, using words as the stimuli. | Children can:<br>• copy steps and actions with some control and coordination<br>• can link individual and whole body movements together<br>• can watch others work and choose actions<br>• can recognise how to move in space and can talk about ways to keep healthy |
| • Gymnastics | Develop fundamental movement skills.<br>Extend agility, balance and coordination<br>Engage in co-operative physical activities.<br>Master basic jumping actions. | Children can:<br>• can copy individual and whole body movements with some control and coordination<br>• can link individual and whole body movements together<br>• can watch others work<br>• can recognise and negotiate space and can handle small and/or low apparatus safely<br>• can talk about ways to keep healthy |
| FUNdamentals / Games | To develop control and coordination in large and small movements, move confidently in a range of ways, safely negotiating space and handle equipment effectively. Pupils try new activities, play co- operatively, take turns with others, follow instructions involving several ideas or actions. They work as part of a group and understand and follow the rules. | Children can:<br>• Can move about the space changing direction with control, avoiding others<br>• can aim, throw and catch and kick a ball. |

| • Year 1 | | |
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| • Unit of work | • NC Expectation: | • Unit End Points: |
| • Dance | Develop skills of travelling, turning, stillness; changing shape, size, direction, level, speed and actions, using words as the stimuli. | Children can:<br>• can copy and explore basic body patterns and movements<br>• can remember simple dance steps and perform them in a controlled manner<br>• can choose actions and link them with sounds and music<br>• can safely perform teacher led warm-ups and can describe and discuss others work |
| • Gymnastics | Develop fundamental movement skills.<br>Extend agility, balance and coordination<br>Engage in co-operative physical activities.<br>Master basic jumping actions. | Children can:<br>• can copy and explore basic gymnastics actions with some control and coordination<br>• can select and link basic gymnastics actions together<br>• can watch and discuss my own and others work<br>• can safely perform a teacher led warm-up and cool down and can use space safely showing an awareness of others |
| FUNdamentals / Games | To develop control and coordination in large and small movements, move confidently in a range of ways, safely negotiating space and handle equipment effectively. Pupils try new activities, play co- operatively, take turns with others, follow instructions involving several ideas or actions. They work as part of a group and understand and follow the rules. | Children can:<br>• Can move about the space changing direction with control, avoiding others<br>• can aim, throw and catch and kick a ball. |

| • Year 2 |
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| • Unit of work | • NC Expectation: | • Unit End Points: |
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| • Dance | To explore travelling and pathways showing control, change of levels/ speed/direction, unison, meet and part, and canon. | Children can:<br>• can perform with control and coordination<br>• can respond imaginatively to a variety of stimuli<br>• can vary the dynamics, levels, speed and direction of my phrase/motif<br>• can discuss my own and others' work with simple vocabulary<br>• understand the need for warm up and cool down |
| • Gymnastics | Develop fundamental movement skills. Extend agility, balance and coordination. Engage in co-operative physical activities. | Children can:<br>• can copy, remember, explore and repeat a variety of basic gymnastics actions with control and coordination<br>• can select and link basic gymnastics actions into fluent short movement phrases<br>• can identify and describe the difference between their own and others' work<br>• can handle large apparatus safely and they can explain the need for a warm up and cool down recognising what is happening to their body during exercise |
| FUNdamentals / Games (Part 1) | Refine the skills of running successfully, changing directions on the move. Develop throwing, catching, striking and dribbling skills and play small games. | Children can:<br>• Can move about the space changing direction with control, avoiding others<br>• Can throw, kick and hit a ball accurately<br>• take part in conditioned games with opponents<br>• understand about exercising, being safe and the short term effects of exercise |
| FUNdamentals / Games (Part 2) | Refine the skills of running successfully, changing directions on the move. Develop throwing, catching, striking and dribbling skills and play | Children can:<br>• pass the ball with control 3-4 metres apart<br>• can dribble the ball showing control<br>• move about the space changing direction with control, |

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| | small games. | avoiding others<br>• can throw, kick and dribble a ball accurately<br>• take part in conditioned games with opponents<br>• understand about exercising, being safe and the short term effects of exercise |

| • Year 3 | | |
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| • Unit of work | • NC Expectation: | • Unit End Points: |
| • Dance | Improve skills of travelling, jumping, turning, stillness, gesturing; changing shape/size/level/direction. Increase the range of body actions; compose, practice and perform actions with control. | Children can:<br>• can improvise freely on my own and with a partner<br>• can translate ideas from a variety of stimuli into movement<br>• can compare, develop and adapt movement motifs to create longer dances<br>• can use dance vocabulary to compare and improve their work<br>• understand how to work safely, recognise changes in their body, can give reasons why PE is good for their health |
| • Gymnastics | Develop a broad range of skills.<br>Link actions to make sequences of movement.<br>Understand how to improve and evaluate their own success.<br>Develop flexibility, strength, technique, control and balance. | Children can:<br>• can copy, remember, explore and repeat gymnastics actions with consistent control, coordination, quality and clarity<br>• can select and link gymnastics actions fluently into longer movement phrases and can apply basic compositional ideas<br>• can describe my own and others' work noting similarities and differences and they can make suggestions for improvements<br>• can work safely, handling a range of hand, small and large apparatus and they can recognise changes in their body |

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| | | giving reasons why PE is good for health |
| • Athletics<br>Triathlon | Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and coordination. Improve skills of running, jumping and throwing. Give reasons for why warming up in athletics is important and athletic activities are good for your health. Observe and describe a part. | Children can:<br>• Practise personal performance in running, jumping and throwing.<br>• Compete, measure, record and compare performances in running, jumping and throwing.<br>• run at a speed appropriate to the distance I am running.<br>• jump accurately from a standing position and I can take a running jump.<br>• demonstrate a range of throwing actions using a variety of objects.<br>• recognise a change in heart rate, temperature and breathing rate during exercise. |
| • Ball handling skills<br>Rugby<br>Basketball | Improve skills of travel, travel with, send chase, receive, aim, chase, dribble avoid, dodge, attack, defend, movement into/out of space. | Children can:<br>• Perform basic skills of throwing, catching 3-4 metres apart.<br>• Throw and catch a variety of ways with control and confidence, sometimes on the move.<br>• Perform bouncing into a target area, catching and dribbling.<br>• Be able to throw, catch and move into space and score.<br>• Be able to perform ball handling skills accurately, showing awareness of space and team mates<br>• Pupils can play the game successfully outwitting the opponents to score |
| • Striking and fielding<br>Rounders<br>Cricket | Improve skills of: travel, travel with, send, chase, receive, avoid dodge, attack, defend, movement into/out of space. | Children can:<br>• can suggest what needs to be practised to improve the throwing techniques.<br>• describe what they and others do that is successful in fielding.<br>• hold the bat correctly and strike the ball successfully |

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| | | • set up small-sided games and score runs<br>• know rules and use them fairly to keep games going<br>• use a range of skills e.g. throwing, striking, intercepting & stopping the ball with some control and accuracy. Can vary skills and tactics to suit the game. |
| • Ball on the ground games<br>Football<br>Hockey<br>Invasion games | Improve skills of: travel, travel with, send, chase, receive, avoid, dodge, attack, defend, movement into/out of space. Perform with control and accuracy | Children can:<br>• Be accurate and have control when dribbling and passing in small-sided competitive games.<br>• Be able to control the ball when dribbling and passing and tackle successfully.<br>• Know where and when to pass successfully avoiding the defender(s).<br>• Be able to control the ball when dribbling and passing through and towards targets.<br>• Be able to keep possession of the ball as a small team and aim/ score towards a target.<br>• Complete the core task successfully, with control and accuracy. |
| • Net games<br>Tennis<br>Badminton | Improve skills of travel, travel with, send, receive, attack, defend, movement into/out of space – perform with control and accuracy. | Children can:<br>• control, strike, catch a ball whilst moving and keep possession with some accuracy<br>• accurately pass to someone else and am aware of space and how to use it. I can choose simple tactics for sending and defending.<br>• begin to influence the conditioned games with opponents. I can describe what others do well<br>• talk about why it is important to warm up / cool down and lead a partner through short warm up routines |

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| • Year 4 |

| • Unit of work | • NC Expectation: | • Unit End Points: |
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| • Dance | Develop skills of unison, mirroring, contact, level, speed, direction, control, jumping, turning gesture, action/reaction, formation. | Children can:<br>• can improvise freely on my own and with a partner<br>• can translate ideas from a variety of stimuli into movement<br>• can compare, develop and adapt movement motifs to create longer dances<br>• can use dance vocabulary to compare and improve their work<br>• understand how to work safely, recognise changes in their body, can give reasons why PE is good for their health |
| • Gymnastics | Develop a broad range of skills.<br>Link actions to make sequences of movement.<br>Understand how to improve and evaluate their own success.<br>Develop flexibility, strength, technique, control and balance. | Children can:<br>• can copy, remember, explore and repeat gymnastics actions with consistent control, coordination, quality and clarity<br>• can select and link gymnastics actions fluently into longer movement phrases and can apply basic compositional ideas<br>• can describe my own and others' work noting similarities and differences and they can make suggestions for improvements<br>• can work safely, handling a range of hand, small and large apparatus and they can recognise changes in their body giving reasons why PE is good for health |
| • Athletics Pentathlon | Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and coordination. Improve skills of running, jumping and throwing. Give reasons why warming up and cooling down is important and athletic activities are good for personal health and well-being. Observe and | Children can:<br>• Practise personal performance in running, jumping and throwing.<br>• Compete, measure, record and compare performances in running, jumping and throwing.<br>• run at a speed appropriate to the distance I am running.<br>• jump accurately from a standing position and I can take a running jump. |

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| | describe a partner's running/ throwing/jumping action. | • demonstrate a range of throwing actions using a variety of objects.<br>• recognise a change in heart rate, temperature and breathing rate during exercise. |
| • Ball handling skills<br>Rugby<br>Basketball | Improve skills of travel, travel with, send chase, receive, aim, chase, dribble avoid, dodge, attack, defend, movement into/out of space. | Children can:<br>• Perform basic skills of throwing, catching 3-4 metres apart.<br>• Throw and catch a variety of ways with control and confidence, sometimes on the move.<br>• Perform bouncing into a target area, catching and dribbling.<br>• Be able to throw, catch and move into space and score.<br>• Be able to perform ball handling skills accurately, showing awareness of space and team mates<br>• Pupils can play the game successfully outwitting the opponents to score |
| • Striking and fielding<br>Rounders<br>Cricket | Improve skills of: travel, travel with, send, chase, receive, avoid dodge, attack, defend, movement into/out of space. | Children can:<br>• can suggest what needs to be practised to improve the throwing techniques.<br>• describe what they and others do that is successful in fielding.<br>• hold the bat correctly and strike the ball successfully<br>• set up small-sided games and score runs<br>• know rules and use them fairly to keep games going<br>• use a range of skills e.g. throwing, striking, intercepting & stopping the ball with some control and accuracy. Can vary skills and tactics to suit the game. |
| • Ball on the ground games<br>Football<br>Hockey | Improve skills of: travel, travel with, send, chase, receive, avoid, dodge, attack, defend, movement into/out of space. Perform with control and | Children can:<br>• Be accurate and have control when dribbling and passing in small-sided competitive games.<br>• Be able to control the ball when dribbling and passing and |

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| | accuracy | tackle successfully.<br>• Know where and when to pass successfully avoiding the defender(s).<br>• Be able to control the ball when dribbling and passing through and towards targets.<br>• Be able to keep possession of the ball as a small team and aim/ score towards a target.<br>• Complete the core task successfully, with control and accuracy. |
| • Net games<br>Tennis<br>Badminton | Improve skills of travel, travel with, send, receive, attack, defend, movement into/out of space – perform with control and accuracy. | Children can:<br>• control, strike, catch a ball whilst moving and keep possession with some accuracy<br>• accurately pass to someone else and am aware of space and how to use it. I can choose simple tactics for sending and defending.<br>• begin to influence the conditioned games with opponents. I can describe what others do well<br>• talk about why it is important to warm up / cool down and lead a partner through short warm up routines |
| • Swimming | To use a range of strokes to swim competently, confidently and proficiently over a distance of at least 25 metres. To perform safe self-rescue in different water based situations. | Stroke development:<br>Children can:<br>• I can move around the pool independently<br>• I can float with the use of aids<br>Confidence and skill development:<br>Children can:<br>• blow bubbles<br>• submerge their whole head |

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| • Year 5 |

| • Unit of work | • NC Expectation: | • Unit End Points: |
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| • Dance | To explore and link motifs and movement phrases from different dance styles/eras. Apply choreographic devices of canon, unison, matching and mirroring, speed, direction, order and levels to motifs. | Children can:<br>• can demonstrate precision, control and fluency in response to stimuli<br>• can vary dynamics and develop actions with a partner or as part of a group<br>• can link phrases and motifs to create a wide performance. They continually demonstrate rhythm and spatial awareness<br>• can modify own performances and that of others. They can organise themselves to warm up safely |
| • Gymnastics | Develop a broad range of skills. Link actions to make sequences of movement. Understand how to improve and evaluate your own success. Develop flexibility, strength, technique, control and balance. | Children can:<br>• can copy, remember, explore and repeat increasingly complex gymnastics actions with some control, coordination, quality and clarity<br>• can select and link increasingly complex gymnastics actions fluently into individual, pair and group sequences and can apply a variety of compositional ideas<br>• can identify and act upon criteria to refine, improve and modify gymnastics actions and sequences<br>• can demonstrate specific aspects of warm-up and cool down and describe the effects of exercise on the body |
| • Athletics Heptathlon | Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and coordination. Improve skills of running, jumping and throwing. Select and carry out appropriate warming up and cooling down activities. Recognise how personal health and well- being is promoted through participation in athletic | Children can:<br>• improve and sustain different running techniques at different speeds in a variety of athletic events.<br>• demonstrate accuracy and technique in a range of throwing and jumping actions.<br>• identify and explain what makes a good athletic performance.<br>• understand how to work safely, I recognise changes in my body, I can give reasons why PE is good for my health. |

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| | activities. Observe and evaluate a partner's running/ throwing/jumping action. | |
| • Swimming | To use a range of strokes to swim competently, confidently and proficiently over a distance of at least 25 metres. To perform safe self-rescue in different water based situations. | Stroke development:<br>Children can:<br>• understand how to achieve a streamlined body position<br>• swim 1 stroke with good technique over at least 10 metres<br>Confidence and skill development:<br>Children can:<br>• push and glide<br>• submerge to pick an object off of the bottom of the pool |
| • Ball on the ground games<br>Football<br>Hockey | Improve skills of moving with the ball, with control, passing and shooting with accuracy. Introduce and develop game play skills of attacking and defending, moving in and out of space. | Children can:<br>• can pass, intercept and receive the ball with control and accuracy.<br>• dribble and turn with the ball under control in various different skill situations.<br>• shoot with some accuracy and develop power and then more accuracy<br>• develop team play, passing the ball and moving into space. Can tackle safely and with control, often gaining the ball. |
| • Ball handling skills<br>Rugby<br>Basketball / netball | Applying skills and techniques to small and larger game situations. Using tactics and strategies to improve performance. | Children can:<br>• handle the ball with control, using a variety of passes. To understand the footwork rule.<br>• develop spatial awareness in order to be able to move into a space to receive the ball.<br>• develop tactical attacking play by varying speed of movement, direction and communication.<br>• use tactical defending play by using a variety of footwork techniques and introducing one to one player marking.<br>• have developed an accurate shooting technique. Play small sided games of High 5s netball / basketball |

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| | | • play competitive small sided games knowing and understanding the rules. |
| • Net games<br>Tennis<br>Badminton | Improve skills of travel, travel with, send, receive, attack, defend, movement into/out of space – perform with control and accuracy. | Children can:<br>• control, strike, catch a ball whilst moving and keep possession with some accuracy<br>• accurately pass to someone else and am aware of space and how to use it. I can choose simple tactics for sending and defending.<br>• begin to influence the conditioned games with opponents. I can describe what others do well<br>• talk about why it is important to warm up / cool down and lead a partner through short warm up routines |
| • Striking and fielding<br>Rounders<br>Cricket | Improve skills of: travel, travel with, send, chase, receive, avoid dodge, attack, defend, movement into/out of space. | Children can:<br>• can suggest what needs to be practised to improve the throwing techniques.<br>• describe what they and others do that is successful in fielding.<br>• hold the bat correctly and strike the ball successfully<br>• set up small-sided games and score runs<br>• know rules and use them fairly to keep games going<br>• use a range of skills e.g. throwing, striking, intercepting & stopping the ball with some control and accuracy. Can vary skills and tactics to suit the game. |

| • Year 6 | | |
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| • Unit of work | • NC Expectation: | • Unit End Points: |
| • Dance | To select and link movements together to create movement phrases. Apply | Children can:<br>• can demonstrate precision, control and fluency in |

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| | choreographic devices of canon, unison, action/ reaction, speed, direction, order and levels to develop motifs. Describe performances using dance terminology. | response to stimuli<br>• can vary dynamics and develop actions with a partner or as part of a group<br>• can link phrases and motifs to create a wide performance. They continually demonstrate rhythm and spatial awareness<br>• can modify own performances and that of others. They can organise themselves to warm up safely |
| • Gymnastics | Develop a broad range of skills.<br>Link actions to make sequences of movement.<br>Understand how to improve and evaluate their own success.<br>Develop flexibility, strength, technique, control and balance. | Children can:<br>• can copy, remember, explore and repeat increasingly complex gymnastics actions with some control, coordination, quality and clarity<br>• can select and link increasingly complex gymnastics actions fluently into individual, pair and group sequences and can apply a variety of compositional ideas<br>• can identify and act upon criteria to refine, improve and modify gymnastics actions and sequences<br>• can demonstrate specific aspects of warm-up and cool down and describe the effects of exercise on the body |
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| • Athletics<br>Decathlon | Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and coordination. Improve knowledge of training methods. Select and carry out appropriate warming up and cooling down activities. Recognise how personal health and well- being is promoted through participation in athletic activities. Observe and evaluate a partner's running/ throwing/jumping | Children can:<br>• develop knowledge of preparing for, participating in, and recovering from a training session to improve athletic fitness.<br>• develop personal performance as an athlete and an official in run, jump and throw events.<br>• compete, measure, record and compare performances in running, jumping and throwing. |

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| | action. | |
| • Swimming | To use a range of strokes to swim competently, confidently and proficiently over a distance of at least 25 metres. To perform safe self-rescue in different water based situations. | Stroke development:<br>Children can:<br>• understand the importance of a streamlined body position<br>• can swim 1 stroke with a controlled and an efficient technique<br>Confidence and skill development:<br>Children can:<br>• tread water<br>• perform a sculling action |
| • Ball on the ground games<br>Football<br>Hockey | Improve skills of moving with the ball, with control, passing and shooting with accuracy. Introduce and develop game play skills of attacking and defending, moving in and out of space. | Children can:<br>• can pass, intercept and receive the ball with control and accuracy.<br>• dribble and turn with the ball under control in various different skill situations.<br>• shoot with some accuracy and develop power and then more accuracy<br>• develop team play, passing the ball and moving into space. Can tackle safely and with control, often gaining the ball. |
| • Ball handling skills<br>Rugby<br>Basketball / netball | Applying skills and techniques to small and larger game situations. Using tactics and strategies to improve performance. | Children can:<br>• handle the ball with control, using a variety of passes. To understand the footwork rule.<br>• develop spatial awareness in order to be able to move into a space to receive the ball.<br>• develop tactical attacking play by varying speed of movement, direction and communication.<br>• use tactical defending play by using a variety of footwork techniques and introducing one to one player marking.<br>• have developed an accurate shooting technique. Play small sided games of High 5s netball / basketball<br>• play competitive small sided games knowing and |

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| | | understanding the rules. |
| • Net games<br>Tennis<br>Badminton | Improve skills of travel, travel with, send, receive, attack, defend, movement into/out of space – perform with control and accuracy. | Children can:<br>• control, strike, catch a ball whilst moving and keep possession with some accuracy<br>• accurately pass to someone else and am aware of space and how to use it. I can choose simple tactics for sending and defending.<br>• begin to influence the conditioned games with opponents. I can describe what others do well<br>• talk about why it is important to warm up / cool down and lead a partner through short warm up routines |
| • Striking and fielding<br>Rounders<br>Cricket | Improve skills of: travel, travel with, send, chase, receive, avoid dodge, attack, defend, movement into/out of space. | Children can:<br>• can suggest what needs to be practised to improve the throwing techniques.<br>• describe what they and others do that is successful in fielding.<br>• hold the bat correctly and strike the ball successfully<br>• set up small-sided games and score runs<br>• know rules and use them fairly to keep games going<br>• use a range of skills e.g. throwing, striking, intercepting & stopping the ball with some control and accuracy. Can vary skills and tactics to suit the game. |