

Learning threads (Breadth)	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<div>Invasion Games</div> <div>Net & Wall</div> <div>Striking & Fielding</div>	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can throw and catch a large ball.</p> <p>Can kick a large ball.</p> <p>Kicking a ball into a target, striking a stationary ball & striking a moving ball.</p>	<p>Use the terms ‘opponent’ and ‘team-mate’.</p> <p>Use rolling, throwing, striking a ball, hitting, running, jumping, catching, and kicking skills (shooting, dribbling & passing) in combination.</p> <p>Develop tactics.</p> <p>Lead others when appropriate.</p>	<p>Roll, throw and catch with control and accuracy.</p> <p>Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition.</p> <p>Learn and follow the rules of the game and play fairly.</p> <p>Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</p> <p>Pass to teammates at appropriate times.</p> <p>Lead others and act as a respectful team member.</p>	<p>Choose and combine techniques in competitive game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>Work alone, or with teammates in order to gain points or possession.</p> <p>Strike a bowled or volleyed ball with accuracy.</p> <p>Use forehand and backhand when playing racket games.</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team.</p>			
<div>Dance</div>	<p>Copy and remember moves and positions.</p> <p>Experiments with different ways of moving; Move</p>	<p>Copy and remember moves and positions.</p> <p>Move with careful control and coordination.</p>	<p>Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner.</p> <p>Refine movements into sequences. Create dances and movements that convey a definite idea.</p>	<p>Compose creative and imaginative dance sequences.</p> <p>Perform expressively and hold a precise and strong body posture.</p>			

	<p>energetically, such as dancing.</p> <p>Link two or more actions to perform a sequence.</p>	<p>Link two or more actions to perform a sequence.</p> <p>Choose movements to communicate a mood, feeling or idea.</p>	<p>Change speed and levels within a performance.</p> <p>Develop physical strength and suppleness by practising moves and stretching.</p>	<p>Perform and create complex sequences.</p> <p>Express an idea in original and imaginative ways.</p> <p>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p> <p>Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p>
Gymnastics	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Jumps off an object and lands appropriately.</p> <p>Climb safely on equipment.</p> <p>Experiments with different ways of moving.</p> <p>Travels with confidence and skill</p>	<p>Copy and remember actions. Move with some control and awareness of space.</p> <p>Link two or more actions to make a sequence.</p> <p>Show contrasts (such as small/tall, straight/curved and wide/narrow).</p> <p>Travel by rolling forwards, backwards and sideways.</p> <p>Hold a position whilst balancing on different points of the body.</p> <p>Climb safely on equipment.</p> <p>Stretch and curl to develop flexibility.</p>	<p>Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner.</p> <p>Refine movements into sequences. Show changes of direction, speed and level during a performance.</p> <p>Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</p> <p>Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p>	<p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> travelling balances swinging springing flight vaults inversions rotations bending, stretching and twisting gestures linking skills. <p>Hold shapes that are strong, fluent and expressive.</p> <p>Include in a sequence set pieces, choosing the most appropriate linking elements.</p>

	<p>around, under, over and through balancing and climbing equipment.</p> <p>Demonstrate strength, balance and coordination.</p>	<p>Jump in a variety of ways and land with increasing control and balance.</p>	<p>Swing and hang from equipment safely (using hands). Take weight on hands safely (using hands).</p>	<p>Vary speed, direction, level and body rotation during floor performances.</p> <p>Practise and refine the gymnastic techniques used in performances (listed above).</p> <p>Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p> <p>Use equipment to vault and to swing (remaining upright).</p>
Swimming	Not applicable	Not applicable	<p>Learning Journey 8: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p>	
Athletics	<p>Move energetically, such as running, jumping, hopping and skipping.</p> <p>Jumps 2 feet to 2 feet.</p>	<p>N/A</p> <p>Athletic activities are combined with invasion games, net & wall and striking and fielding in Years 1 and 2.</p>	<p>Sprint over a short distance up to 60 metres.</p> <p>Run over a longer distance, conserving energy in order to sustain performance.</p> <p>Use a range of throwing techniques (such as under arm, over arm).</p> <p>Throw with accuracy to hit a target or cover a distance.</p> <p>Jump in a number of ways, using a run up where appropriate.</p>	<p>Combine sprinting with low hurdles over 60 metres.</p> <p>Choose the best place for running over a variety of distances.</p> <p>Throw accurately and refine performance by analysing technique and body shape.</p> <p>Show control in take-off and landings when jumping.</p>

			Compete with others and aim to improve personal best performances.	Compete with others and keep track of personal best performances, setting targets for improvement.
Outdoor and adventurous activities	<p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Simple orienteering.</p>	<p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Simple orienteering.</p>	<p>Arrive properly equipped for outdoor and adventurous activity.</p> <p>Understand the need to show accomplishment in managing risks.</p> <p>Show an ability to both lead and form part of a team.</p> <p>Support others and seek support if required when the situation dictates. Show resilience when plans do not work and initiative to try new ways of working.</p> <p>Use maps, compasses and digital devices to orientate themselves. Remain aware of changing conditions and change plans if necessary</p>	<p>Select appropriate equipment for outdoor and adventurous activity. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Embrace both leadership and team roles and gain the commitment and respect of a team.</p> <p>Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</p> <p>Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>Use a range of devices in order to orientate themselves.</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>
Health and fitness (body awareness), self-reflection, and personal challenge. <p>This knowledge set needs to be applied across all areas of P.E.</p>	<p>Knows that exercise and activity makes their body change.</p> <p>Can accept feedback giving by others, and respond positively.</p>	<p>Start to understand how their heart rate raises during physical exercise.</p> <p>Know they can improve their skills in a variety of sports to improve their performance.</p>	<p>Can use the terms: heart rate, pulse in lessons and knows some of the names of the main muscle groups.</p> <p>Can set personal challenges to improve through a positive attitude.</p>	<p>Know the terms: pulse, heart rate, and name some muscles correctly, and they can explain the effects of exercise on their body.</p> <p>Can take their own pulse at the start, during and end of a P.E lesson</p>

		<p>Can set simple personal challenges to improve.</p> <p>Can give and take feedback from others and respond positively</p>	<p>Can give feedback to others in reference to a set success criteria.</p> <p>Can listen to feedback from to others and respond by making changes in a positive manner.</p>	<p>and explain the effects on their bodies.</p> <p>Knows the importance of warming up and cooling down.</p> <p>Can set measurable and realistic personal challenges.</p> <p>Can listen to feedback carefully and respond by making structured improvements in a positive manner.</p>
	Learning Values			
	Ready			
	Respectful			
	Safe			