

PHYSICAL EDUCATION

	STABILITY (BALANCE)	LOCOMOTION	OBJECT CONTROL	GAMES AND OUTDOOR CHALLENGE	SWIMMING
EYFS	<ul style="list-style-type: none"> ● Balance on both left and right foot for at least 3 seconds ● Balance on different parts of the body, and hold the balance for at least 3 seconds ● Balance on 3 parts of the body at the same time (e.g. 2 feet and 1 hand) and hold balances for at least 3 seconds ● Get in a balanced ready position to travel and be able stop effectively in a balanced position ● Balance with one foot higher than the head in two different ways and hold it for 3 seconds ● Rock on different parts of the body – feet, side, back, front ● Travel 5 steps (or pushes) forwards and 3 steps (or pushes) backwards along a bench or a line with control without wobbling off ● Stand, sit and lie with good shape and posture and hold still for at least 10 seconds ● Use and balance a variety of equipment on different parts of the body to help improve balance. ● Stay balanced while moving other parts of the body- do this with and without equipment. 	<ul style="list-style-type: none"> ● Travel in lots different ways and in different directions (pathways), finding space and following lines on the ground ● Walk up steps using alternate feet (as if walking), or propel myself up a ramp with confidence ● Travel at different speeds and keep moving for at least 30 seconds and try to travel a bit further each time ● Travel in different ways, finding space, with different pieces of equipment 	<ul style="list-style-type: none"> ● Balance objects on different parts of the body and control them in different ways around my body ● Play with different equipment and use each piece in at least 2 different ways ● Pass objects of different sizes and shapes from hand to hand or foot to foot ● Send and control a ball or other object in different ways. Do this with both sides of my body, and passing from one side to the other ● Pick up objects in different ways and with/ from both sides of my body and place them somewhere else 	<ul style="list-style-type: none"> ● Safely make up and play a game on my own that scores points using equipment of my choice; ● Play target (aiming) and passing games successfully by myself and with a partner or small group. ● Play different kinds of aiming and travelling games with a partner and others e.g beans, skittles, hopscotch, traffic lights, rob the chest 	<ul style="list-style-type: none"> ● Get into the swimming pool by using the steps ● Get out of the swimming pool by using the steps ● Travel in the water
YEAR 1	<ul style="list-style-type: none"> ● Balance on large and small parts of the body (points and patches) ● Make different shaped shapes with the body and hold shapes for at least 3 seconds on different parts of the body ● Travel then stop, balanced and under control to move into another movement or into a balance of my choice 	<ul style="list-style-type: none"> ● Move with rhythm, demonstrating moving in and out of balance under full control ● Use movements to show what is seen or heard in a picture or poem and 	<ul style="list-style-type: none"> ● Throw and catch different objects individually and with a partner using both hands, and using right and left hands ● Receive different types of objects in different ways (such as stop, trap, catch or 'hand over') 	<ul style="list-style-type: none"> ● Play co-operative games and activities with a partner or as part of a group using a range of equipment and to try to beat our best scores ● Play chasing and avoiding games and activities in small 	<ul style="list-style-type: none"> ● Float on my front and back using armbands ● Put face in the water and blow bubbles

	<ul style="list-style-type: none"> ● Balance with both feet above the head using and hold it for at least 3 seconds (inverted balance) ● Perform and link at least 3 different balances on the floor including at least one inverted balance at least 1 inverted balance. ● Show different balanced starting and finishing positions, and apply (use) these in different activities ● Keep balance when traveling in a straight line on a piece of equipment (such as a bike, scooter, jump ball, pogo stick, stilts) ● Perform and link at least 3 different balances with and on different pieces of equipment – beanbags, bench, line ● Jump or propel myself forwards and backwards safely without falling over 	<p>perform this with or without music</p> <ul style="list-style-type: none"> ● Travel forwards and backwards safely, avoiding others ● Skip and gallop with rhythm, using both right and left leg as lead 	<ul style="list-style-type: none"> ● Balance an object on a racket, bat or stick, and travel in different directions without dropping the object or bumping into anybody ● Work with a partner to move equipment and place it into a space of our choice, or where directed by a teacher ● Travel with different objects and stop under control to send to a partner or a target 	<p>groups with and without equipment</p>	
<p>YEAR 2</p>	<ul style="list-style-type: none"> ● Roll in different ways, including different shapes, stretched and curled ● Rock, roll and move from one balanced position into another on a different part of the body, keeping control and holding balances for at least 3 seconds ● Perform the 5 basic types of jumps with controlled landing ● Make up a sequence that links at least three different types of jump together on the floor and land each safely, balanced and in full control ● Balance and move around a slalom course with control on a piece of equipment ● Travel around or across the apparatus, stepping stones or a traversing (climbing) wall without falling off or touching the ground ● Perform a short movement sequence under control both with and without music using personal space 	<ul style="list-style-type: none"> ● Skip and gallop with rhythm, and using both right and left leg as lead ● Change speed and direction, and show different pathways when travelling in space. Look up to avoid others and stop when wanted ● Travel in different ways and showing soft, light movements and strong, heavy movements ● Combine change in speed and direction to stay with a partner with and without equipment. Apply this in a range of activities 	<ul style="list-style-type: none"> ● Send balls and other objects to land in targets that are close and further away ● Move confidently to receive a ball or other object that has been sent ● Control a bat or racket to hit a ball off a tee or cone to make it go where intended and use this in a game situation ● Combine moving and stopping with control to pick up / collect an object and send it accurately to a target or partner ● Work as part of a small group to safely move larger pieces of equipment and place them carefully as directed ● Travel with a ball or object in different ways and send it accurately to a target or 	<ul style="list-style-type: none"> ● Play co-operative games and activities with others which includes receiving and sending balls and other objects in different ways, and be able to keep score ● Make up and play a small sided game with others that includes striking/ sending a ball and scoring points 	<ul style="list-style-type: none"> ● Confidently float on front and back without armbands and show different shapes in the water (curled, stretched, wide, narrow)

	<ul style="list-style-type: none"> ● Turn smoothly with control, or jump and turn with control to face a different direction, and apply this in a range of situations 		<ul style="list-style-type: none"> ● partner and apply this in different situations ● Make up and play a small sided game with others that includes striking / sending a ball, travel and scoring points 		
YEAR 3	<ul style="list-style-type: none"> ● Perform a variety of balances (at least 2) at different levels (high, middle and low) ● Show tension and clarity of shape when I balance, and can move from one balance to another using variety of actions. ● Perform a simple sequence that links together at least 3 balances held for 3 seconds, and shows a clear starting and finishing position ● Skip with a rope in different directions ● Use apparatus to help perform inverted balances and dynamic balance; different jumps. ● Hold and control different balances in the air and within personal space. ● Swing on a rope or bar with control and land or stop safely ● Perform a movement sequence with control using a variety of equipment within both personal and general space ● Perform a movement sequence in unison with a partner or as part of a small group 	<ul style="list-style-type: none"> ● Keep travelling for sustained periods of time whilst keeping the quality of work standard ● Move safely and with control in general space, both on my own and when working with others ● Combine changes in speed and direction with stopping under control to keep possession or create space to pass. Apply this in small sided or modified games 	<ul style="list-style-type: none"> ● Pass balls and other objects in different ways and into different spaces so that a partner has to move to receive them. Apply this in a range of situations ● Move quickly and confidently to receive a ball and send it back to a partner, at a target or to a space where the partner will find it difficult to reach eg in a game situation ● Hit a moving ball in at least one way using a racket or bat and can apply this in modified game situations ● Combine moving with pace, direction, and control to stop a ball or other object from reaching its target, and use this in a range of situations ● Travel with, send and receive a ball successfully in different ways, and using a range of equipment. Apply this in small sided co-operative and competitive situations 	<ul style="list-style-type: none"> ● Make up and play co-operative games over a barrier of lines on the floor or wall using different equipment and parts of the body ● Work individually and as part of a team to solve simple problems 	<ul style="list-style-type: none"> ● Swim at least 10 metres on my front without buoyancy aids ● Swim at least 10 metres on my back without buoyancy aids
YEAR 4	<ul style="list-style-type: none"> ● Perform a sequence or movement phrase that includes balances on at least 3 different parts of my body (or combinations of body parts) at different levels (high, medium, low) showing body tension and clarity of shape. Show this on the floor and with equipment or on small apparatus 	<ul style="list-style-type: none"> ● Apply changes in pace and direction in a variety of activities and activity areas ● Move quickly and confidently to receive or return a ball from different 	<ul style="list-style-type: none"> ● Send balls and other objects in different ways using different techniques, and vary which technique is used to send accurately over shorter or longer distances. Apply this in at least two different activities 	<ul style="list-style-type: none"> ● In a game, try to hit the ball away from my opponent(s) and into spaces ● Work as part of a team to follow a trail at another school, or at a park or activity centre 	<ul style="list-style-type: none"> ● Swim at least 25 metres on my front or back without buoyancy aids and with proper technique. ● Tread water for at least 10 seconds

	<ul style="list-style-type: none"> ● Reduce my level of contact with the floor to move out of a balance and into another ● Perform weight on hands in a balanced and controlled way and include this in a sequence or movement phrase ● Combine travel and dynamic balance to help me gain height and distance in different ways. ● Jump over, or navigate different sorts of barriers in different ways and land safely ● Use my body and face to express feelings, and can this using different dynamics to perform sequences of movement in different contexts 	<ul style="list-style-type: none"> ● positions, and apply this in different situations ● Speed up and slow down by using 'gears', and can use in a range of situations ● Cover space and move quickly and confidently to receive and return a ball accurately, applying this in various situations 	<ul style="list-style-type: none"> ● Send different objects overarm with good technique and apply this in a range of activities and situations. Vary technique according to need ● Put out small and larger equipment safely on own and as part of a group, and know when to ask for help ● Keep control of the ball when changing direction and pace to beat an opponent or create space in different ways and situations. Do this using a variety of equipment and different parts of the body ● Send and receive a ball to and from a player in the space ahead. ● Change pace so that the body arrives at the same time as the ball, and apply this in a range of situations 	<ul style="list-style-type: none"> ● Play a small sided game that involves striking/ sending, fielding, travelling and scoring points. I am able to agree the rules and keep score accurately 	
YEAR 5	<ul style="list-style-type: none"> ● Perform a variety of symmetrical and asymmetrical balances with tension and clarity of shape, and can move slowly with control from one balance to another ● Perform a sequence or movement phrase with a partner showing symmetry and asymmetry at different levels performed under control both on the floor and on, or using apparatus ● Skip with a rope and play different types of skipping games and activities ● Ride a bike, scooter or skateboard (or row or canoe) round a slalom course and stop with confidence and with control. ● Move at different speeds and combine this with receiving a ball or creating space in different situations 	<ul style="list-style-type: none"> ● Work individually and with others to cover space and apply this in a range of situations ● Use space with changes in pace and direction to outwit an opponent or create space both individually and with others. Apply this in a range of small and modified activities ● Change pace and direction to mark a player and switch to marking space or covering space when needed in a game situation 	<ul style="list-style-type: none"> ● Use a bat, racket or part of the body to hit a ball into spaces that are close and further away ● Combine travel with sending balls and other objects for distance in different ways, and try to beat a personal best each time ● Strike a ball accurately into spaces away from opponents, and apply this in a range of situations 	<ul style="list-style-type: none"> ● Defend or cover a space to make it hard for others to send or receive the ball. Apply this in different situations. ● Play a simple net/ball game using a net or a line on the ground or wall. Use space effectively to both send and receive the ball, and position selves to make it hard for the opponent to find space. ● Work as part of a team that can overcome barriers and solve more complex problems by adapting skills and strategies quickly as required 	<ul style="list-style-type: none"> ● Jump into deep water (at the swimming baths) then Swim to the side and climb out without using the steps ● Swim at least 25metres on my front and my back

	<ul style="list-style-type: none"> ● Use canon as part of a movement sequence with a partner and small group that shows travel, stillness and at least two different levels 				
YEAR 6	<ul style="list-style-type: none"> ● Perform matching and mirroring actions and balances with a partner at different levels, showing clarity of shape and good body tension ● Perform a sequence or movement phrase with a partner showing matched and mirrored movements and balances, and both symmetrical and asymmetrical shapes. ● Select actions and balances that can be performed well together and show this both on the floor and on, or using apparatus (props) ● Combine travel with 3 jumps or movements, each under control to gain distance and try to travel a bit further each time. ● Work individually, in a pair and in a small group demonstrating different dynamics, pathways and relationships 	<ul style="list-style-type: none"> ● Keep moving for a long time and can keep running or swimming for at least 2 minutes, or cycling or scooting for 10 minutes without stopping. Try to go a bit further each time 	<ul style="list-style-type: none"> ● Hit a ball or other object overarm using a hand or a racket and apply this in different situations ● Send a ball using different techniques and vary which way chosen depending on who it is being sent to or what is needed in different situations 	<ul style="list-style-type: none"> ● Use different ways of sending and receiving when playing small sided or modified games, and transfer those skills to other Physical Activities ● Understand the basic principles of sending and receiving and effective use of space, and can apply this in a range of target and net/wall games and activities ● Take part in and learn the skills required to safely participate in at least one outdoor activity, like climbing, rowing, sailing, mountain biking, BMX, parkour, street games or orienteering either at school or away from my school. ● Understand and apply basic principles of batting (sending) and receiving, and effective use of space both on my own and as part of a team and can apply this in a range of striking and fielding games and activities 	<ul style="list-style-type: none"> ● Swim at least 50 metres without stopping ● Perform at least 3 swimming strokes with good technique over at least 25 metres each