



	Nursery	Reception	Year 1&2	Year 3&4	Year 5&6
Attitude to PE	<ul style="list-style-type: none"> Beginning to engage in sport related activities 	<ul style="list-style-type: none"> Participates with enjoyment. 	<ul style="list-style-type: none"> Can participate in team games 	<ul style="list-style-type: none"> Can compete with peers appropriately. Can work collaboratively. Evaluates and recognises their own success. 	<ul style="list-style-type: none"> Can compete with peers competitively Evaluates own performance and sets achievable targets for self-improvement to achieve their best.
Games/Athletics	<ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams. 	<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> Is developing simple tactics for attacking and defending. Is able to throw and catch objects of different sizes. Shows confidence in moving in different ways, including running and jumping. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation Plays competitive games and applies basic principles suitable for attacking and defending <p>(badminton, basketball, cricket, football, hockey, netball, rounders and tennis).</p>	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in combination Compares their performance with previous ones. Sets targets to make improvements.

Dance/Gymnastics	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 	<ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency • Develop overall body-strength, balance, co-ordination and agility. 	<ul style="list-style-type: none"> • Develop balance, agility and co-ordination • Apply above skills to a range of activities. • Perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance. • Perform dances using a range of movement patterns • Can demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • Perform a sequence, showing flexibility, strength, technique, control and balance. • Is able to combine their own work with that of others. • Can effectively compare their performance with previous ones
Outdoor and Adventurous Education				<ul style="list-style-type: none"> • Takes part in adventurous activities within a group. 	<ul style="list-style-type: none"> • Takes part in adventurous activities individually. • Takes part in outdoor challenges, acknowledging their own strengths and areas for development.

Swimming				<ul style="list-style-type: none">• Begin to gain confidence and proficiency in the water.• Develop a range of strokes (e.g. front crawl, backstroke and breaststroke).• Is beginning to develop an understanding of water safety rules.	<ul style="list-style-type: none">• Shows confidence in swimming at least 25 metres.• Uses a range of strokes competently, confidently and proficiently.• Is able to perform self-rescue in different water-based situations.
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