



All Hallows C of E primary School Physical Education Curriculum

“Sports teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose - it teaches you about life”.

Billie Jean King

Intent

At All Hallows we aim to develop a love of physical activity and sport that will set the foundations for a healthy lifestyle. Through good physical education, we aim to promote and provide our children with a broad PE curriculum alongside extra-curricular clubs and activities to cultivate and sustain a lifelong love for being active. The children are taught to understand the positive impact being active has not only on their physical health, but also the positive benefits to their social and mental health.

National Curriculum Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Statutory framework for the early years foundation stage:

Physical Development

ELG: 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.



All Hallows C of E primary School Physical Education Curriculum

KS1 National Curriculum

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

KS2 National Curriculum

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Implementation

Each child receives two hours of structured physical activity per week. The children cover a broad range of skills and sports in their PE lessons following a programme of activity that allows progression through the Key Stages. Children have the opportunity to develop their skills in extra-curricular clubs and inter/intra-school competitions and events.

In EYFS and Key Stage 1, the children begin by developing their fundamental movement and team building skills which are designed to target their core motor skills through a series of developmental activities. As they continue their PE journey in KS2, these skills are developed further and are applied to a range of specific sports/activities which become more challenging throughout the KS2 curriculum. The children have the opportunity to revisit a sport they covered in lower KS2 to further develop skills and move onto a more recognised version of the game/activity they are being taught.



All Hallows C of E primary School Physical Education Curriculum

In the Early Years, the following objectives are taught through continuous provision, where children have regular opportunities to develop and practise their physical skills through play and exploration. Structured PE lessons also support this learning by further developing children's gross motor skills, helping them to build strength, coordination, balance, and control. These experiences support children in becoming confident movers and lay the foundations for future physical development.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	I know how to use hands, fingers and whole body to explore movement.	I know how to move with balance and control in simple sequences.	I know how to negotiate space safely indoors and outdoors.	I know how to move with control in different outdoor spaces.	I know how to safely use outdoor equipment to climb, balance and travel	
Skill	<p>I can show basic awareness of space and obstacles with adult guidance.</p> <p>I can show emerging balance and coordination with support.</p> <p>I can move with some energy in familiar activities with adult support.</p>	<p>I can avoid obstacles and navigates around peers with adult prompts.</p> <p>I can build strength and core stability; can sustain simple physical activity.</p> <p>I can sustain energetic movement with support; begins to coordinate movements.</p>	<p>I can move safely in open spaces, begins to plan movement.</p> <p>I can coordinate movements more consistently with adult guidance.</p> <p>I can demonstrate more control and variety in energetic movements with adult support.</p> <p>I can hop, skip, or jump in sequence.</p> <p>I can participate in short dances or movement routines</p> <p>I can climb safely with guidance</p>	<p>I can move safely, considers other children and adjusts actions with support.</p> <p>I can balance and strength in more challenging play with guidance.</p> <p>I can move energetically and safely in familiar contexts with minimal support.</p> <p>I can participate in group games independently</p> <p>I can climb, hop, skip, and jump in structured activities</p>	<p>I can move confidently around obstacles and peers in familiar spaces.</p> <p>I can use balance, strength, and coordination in a range of activities.</p> <p>I can maintain energetic movement for longer periods; movements are controlled.</p> <p>I can run, hop, skip, jump, and climb safely during longer play sessions</p> <p>I can participates in dance or movement routines with guidance</p>	<p>I can collisions while running or playing Pauses and adjusts when moving near others</p> <p>I can demonstrate strength, balance, and coordination when playing.</p> <p>I can run, jump, climb, and balance confidently</p> <p>I can catch, throw, and kick balls with accuracy</p> <p>I can move energetically, with control, across a variety of activities. Run, jump, hop, skip, dance, and climb safely and confidently</p> <p>I can sustains movement during group games and structured activities</p>



All Hallows C of E primary School Physical Education Curriculum

Vocabulary	Tier 1:	me, my, I, body, face, eyes, ears, nose, mouth, hands, feet, hair, tired, help, stop, share, rules, listen, turn, wait, line-up, helper, safe, near, far, travel, big, small	Tier 2:	healthy, safe, calm, routine, remember, organise, sequence, observe, compare, explore	Tier 3:	balance, grip



All Hallows C of E primary School Physical Education Curriculum

PE LTP Overview	Autumn		Spring		Summer	
EYFS	Introduction to PE: Unit 1 & 2	Fundamentals: Unit 1 & 2	Dance: Unit 1 & 2	Gymnastics: Unit 1 & 2	Ball Skills: Unit 1 & 2	Games: Unit 1 & 2
Y1	Fundamentals	Dance	Gymnastics	Ball Skills	Sending and Receiving	Striking and Fielding
	Team Building	Fitness	Invasion	Net and Wall	Target Games	Athletics
Y2	Fundamentals	Dance	Gymnastics	Ball Skills	Target Games	Striking and Fielding
	Team Building	Fitness	Yoga	Net and Wall	Invasion	Athletics
Y3	Fundamentals	Dance	Gymnastics	Football	Tennis	OAA
	Ball Skills	Tag Rugby	Dodgeball	Netball	Cricket	Athletics
Y4	Hockey	Dance	Gymnastics	Rounders	Tennis	Swimming
	Basketball	Fitness	Yoga	Golf	Swimming	Athletics
Y5	Netball	Dance	Gymnastics	Football	Tennis	OAA
	Tag Rugby	Handball	Dodgeball	Volleyball	Cricket	Athletics
Y6	Basketball	Dance	Gymnastics	Badminton	Tennis	Rounders
	Hockey	Fitness	Yoga	Handball	Golf	Athletics

OAA (Y6 Residential)
Swimming catch up



All Hallows C of E primary School Physical Education Curriculum

	Autumn		Spring		Summer	
EYFS	Introduction to PE: Unit 1 <ul style="list-style-type: none"> I use movement skills with developing balance and co-ordination. I can make independent choices. I follow instructions involving several ideas or actions. I can negotiate space safely with consideration for myself and others. I can demonstrate balance. I play co-operatively and take turns with others. 	Fundamentals: Unit 1 <ul style="list-style-type: none"> I can negotiate space safely with consideration for myself and others. I play games honestly with consideration of the rules. I am confident to try new challenges. I follow instructions involving several ideas or actions. I use movement skills with developing balance and co-ordination when playing games. I play co-operatively, take turns and encourage others. 	Dance: Unit 1 <ul style="list-style-type: none"> I can negotiate space safely with consideration for myself and others. I am confident to try new challenges and perform in front of others. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. I follow instructions involving several ideas or actions. I can combine movements, selecting actions in response to the task. I show respect towards others when providing feedback. 	Gymnastics: Unit 1 <ul style="list-style-type: none"> I can negotiate space safely with consideration for myself and others. I can confidently and safely use a range of large and small apparatus. I can combine movements, selecting actions in response to the task and apparatus. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. I follow instructions involving several ideas or actions. I work co-operatively with others and take turns. I am confident to try new challenges. 	Ball Skills: Unit 1 <ul style="list-style-type: none"> I can negotiate space safely with consideration for myself and others. I use ball skills with developing competence and accuracy. I play co-operatively and take turns with others. I can make independent choices. I persevere when trying new challenges. I play ball games with consideration of the rules. 	Games: Unit 1 <ul style="list-style-type: none"> I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and encourage others. I use ball skills with developing competence and accuracy. I use movement skills with developing balance and co-ordination. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour.
	Introduction to PE: Unit 2 <ul style="list-style-type: none"> I use movement skills with developing balance and co-ordination. I can make independent choices. I follow instructions involving several ideas or actions. I can negotiate space safely with consideration for myself and others. I play co-operatively and take turns with others. I understand the rules and can explain why it is important to follow them. 	Fundamentals: Unit 2 <ul style="list-style-type: none"> I can negotiate space safely with consideration for myself and others. I am confident to try new challenges, deciding on the skills I use to complete the task. I use movement skills with developing balance and co-ordination. I follow instructions involving several ideas or actions. I play co-operatively, take turns and congratulate others. I play games honestly with consideration of the rules. 	Dance: Unit 2 <ul style="list-style-type: none"> I can negotiate space safely with consideration for myself and others. I am confident to try new challenges and perform in front of others. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. I follow instructions involving several ideas or actions. I can combine movements, selecting actions in response to the task. I show respect towards others when providing feedback. 	Gymnastics: Unit 2 <ul style="list-style-type: none"> I can negotiate space safely with consideration for myself and others. I can confidently and safely use a range of large and small apparatus. I can combine movements, selecting actions in response to the task and apparatus. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. I follow instructions involving several ideas or actions. I work co-operatively with others and take turns. I am confident to try new challenges. 	Ball Skills: Unit 2 <ul style="list-style-type: none"> I play co-operatively and take turns with others. I use ball skills with developing competence and accuracy. I persevere when trying new challenges. I follow instructions involving several ideas or actions. I can negotiate space safely with consideration for myself and others. I play ball games with consideration of the rules. 	Games: Unit 2 <ul style="list-style-type: none"> I use movement skills with developing balance and co-ordination. I use ball skills with developing competence and accuracy. I can negotiate space safely with consideration for myself and others. I play co-operatively, take turns and encourage others. I follow instructions involving several ideas or actions. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour.



All Hallows C of E primary School Physical Education Curriculum

		<ul style="list-style-type: none"> I show an understanding of my feelings and can regulate my behaviour. 				
	Vocabulary: balance, bend, crawl, direction, fast, hop, jump, land, rules, run, safely, slide, slow, space, stop, travel		Vocabulary: Dance: action, counts, direction, finish position, high, low, move, quickly, shape, slowly, space, start position, travel Gymnastics: around, balance, bend, copy, hold, jump, land, over, rock, roll, shape, squeeze, star, still, straight, through, travel		Vocabulary: Ball skills/Games: aim, bounce, catch, direction, dribble, jump, kick, land, lose, partner, pass, path, points, rules, run, safely, score, space, stop, team, throw, win	
Y1	Fundamentals <ul style="list-style-type: none"> I can change direction when moving at speed. I can recognise changes in my body when I do exercise. I can run at different speeds. I can select my own actions in response to a task. I can show hopping and jumping movements. I can work co-operatively with others to complete tasks. I show balance and co-ordination when static and moving at a slow speed. 	Dance <ul style="list-style-type: none"> I am beginning to use counts. I can copy, remember and repeat actions. I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different dance ideas. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance. 	Gymnastics <ul style="list-style-type: none"> I am confident to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled. I can recognise changes in my body when I do exercise. I can remember and repeat actions and shapes. I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn. 	Ball Skills <ul style="list-style-type: none"> I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple tactics. I can roll and throw with some accuracy towards a target. I can say when someone was successful. I can track a ball that is coming towards me. I can work co-operatively with a partner. 	Sending and Receiving <ul style="list-style-type: none"> I am beginning to send and receive a ball with my feet. I can catch a ball with some success. I can recognise changes in my body when I do exercise. I can roll a ball towards a target. I can throw a ball to a partner. I can track a ball that is coming towards me. I can work co-operatively with a partner. 	Striking and Fielding <ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am developing underarm and overarm throwing skills. I can hit a ball using equipment with some consistency. I can track a ball and collect it. I can use simple tactics. I know how to score points and can remember the score. I understand the rules of the game and can use these to play fairly in a small group.
	Vocabulary: Dance: balance, beat, copy, fast, level, pathway, pose, timing		Vocabulary: Gymnastics: action, control, direction, level, speed Ball Skills: control, ready position, soft, swing, track, underarm		Vocabulary: attacker, defender, dodge, goal, mark, track, net, racket, ready position, track, underarm, batter, batting, bowl, bowler, fielder, fielding, hit, out, overarm, ready position, track, underarm, balance, distance, further, overarm, swing, underarm	
	Team Building <ul style="list-style-type: none"> I can communicate simple instructions. I can follow instructions. I can follow path and lead others. I can listen to others' ideas. I can suggest ideas to solve tasks. 	Fitness <ul style="list-style-type: none"> I can recognise changes in my body when I do exercise. I can share my ideas with other people in the class. I can talk about what exercise does to my body. I recognise how exercise makes me feel. 	Invasion Games <ul style="list-style-type: none"> I am beginning to dribble a ball with my hands and feet. I can change direction to move away from a defender. I can recognise space when playing games. I can send and receive a ball with hands and feet. 	Net and Wall <ul style="list-style-type: none"> I can hit a ball using a racket. I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. I can use a ready position to move to the ball. 	Target Games <ul style="list-style-type: none"> I can recognise changes in my body when I do exercise. I can use an overarm throw aiming towards a target. I can roll a ball towards a target. I can use an underarm throw aiming towards a target. 	Athletics <ul style="list-style-type: none"> I am able to throw towards a target. I am beginning to show balance and co-ordination when changing direction. I am developing overarm throwing.



All Hallows C of E primary School Physical Education Curriculum

	<ul style="list-style-type: none"> I can work with a partner and a small group. I understand the rules of the game. 	<ul style="list-style-type: none"> I try my best in the challenges I am set. I understand why it is important to warm up. 	<ul style="list-style-type: none"> I can use simple rules to play fairly. I move to stay with another player when defending. I recognise changes in my body when I do exercise. I understand when I am a defender and when I am an attacker. 	<ul style="list-style-type: none"> I know how to score points. I recognise changes in my body when I do exercise. I show honesty and fair play when playing against an opponent. 	<ul style="list-style-type: none"> I can work co-operatively with a partner. I understand what good technique looks like. 	<ul style="list-style-type: none"> I can recognise changes in my body when I do exercise. I can run at different speeds. I can work with others and make safe choices. I try my best. I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.
	Vocabulary: Team Building: challenge, co-operate, instructions, lead, listen, plan, share, talk Fitness: active, bones, brain, breathing, calm, exercise, healthy, heart, memory, mood, muscles, quick, strong		Vocabulary: Invasion: attacker, defender, dodge, goal, mark, track Net & Wall: net, racket, ready position, track, underarm		Vocabulary: Target Games: balance, distance, further, overarm, swing, underarm Athletics: control, further, leap, overarm, quickly, time, underarm, walk	
Y2	Fundamentals <ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am beginning to turn and jump in an individual skipping rope. I can describe how my body feels during exercise. I can show balance when changing direction. I can show hopping, skipping and jumping movements with some balance and control. I can work co-operatively with a partner and a small group. I show balance and co-ordination when running at different speeds. 	Dance <ul style="list-style-type: none"> I am beginning to provide feedback using key words. I can copy, remember, repeat and create dance phrases. I can describe how my body feels during exercise. I can show a character and idea through the actions and dynamics I choose. I can use counts to stay in time with the music. I can work with a partner using mirroring and unison in our actions. I show confidence to perform. 	Gymnastics <ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am proud of my work and confident to perform in front of others. I can perform the basic gymnastic actions with some control and balance. I can plan and repeat simple sequences of actions. I can use directions and levels to make my work look interesting. I can use shapes when performing other skills. I can work safely with others and apparatus. 	Ball Skills <ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am beginning to understand and use simple tactics. I can dribble a ball with my hands and feet with some control. I can roll and throw a ball to hit a target. I can send and receive a ball using both kicking and throwing and catching skills. I can track a ball and collect it. I can work co-operatively with a partner and a small group. 	Target Games <ul style="list-style-type: none"> I am able to select the appropriate skill for the situation. I can throw, roll kick or strike a ball to a target with some success. I can work co-operatively with a partner and a small group. I understand the principles of a target game and can use different scoring systems when playing games. I understand what good technique looks like and can use key words in the feedback I provide. 	Striking and Fielding <ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am developing underarm and overarm throwing skills. I can hit a ball using equipment with some consistency. I can track a ball and collect it. I can use simple tactics. I know how to score points and can remember the score. I understand the rules of the game and can use these to play fairly in a small group.
	Vocabulary: Fundamentals: hurdle, speed, sprint, take off, weight Dance: create, dynamics, expression, matching, mirroring, perform, speed, unison		Vocabulary: Gymnastics: link, pathway, pike, sequence, straddle, tuck Ball Skills: collect, prepare, receive, release, touch		Vocabulary: Target Games: accurate, ahead, opponent, release, strike, teammate Striking & Fielding: backstop, collect, runs, stump, tactics, teammate	
	Team Building <ul style="list-style-type: none"> I can follow instructions carefully. 	Fitness <ul style="list-style-type: none"> I can describe how my body feels during exercise. 	Yoga <ul style="list-style-type: none"> I can recognise how yoga makes me both feel physically and mentally. 	Net and Wall <ul style="list-style-type: none"> I can defend space on my court using the ready position. 	Invasion <ul style="list-style-type: none"> I can describe how my body feels during exercise. 	Athletics <ul style="list-style-type: none"> I show balance and co-ordination when running at different speeds.



All Hallows C of E primary School Physical Education Curriculum

	<ul style="list-style-type: none"> I can say when I was successful at solving challenges. I can share my ideas and help to solve tasks. I can work co-operatively with a partner and a small group. I show honesty and can play fairly. I understand how to use, follow and create a simple diagram/map. 	<ul style="list-style-type: none"> I can show hopping and jumping movements with some balance and control. I persevere with new challenges. I show determination to continue working over a longer period of time. I understand that running at a slower speed will allow me to run for a longer period of time. I work with others to turn a rope and encourage others to jump at the right time. 	<ul style="list-style-type: none"> I can remember and repeat actions, linking poses together. I can say what I liked about someone else's flow. I can show an awareness of space when travelling. I can work with others to create poses. I am beginning to provide feedback using key words. I can copy, remember and repeat yoga flows. I can describe how my body feels during exercise. I can move from one pose to another thinking about my breath. I can use clear shapes when performing poses. I can work with others to create simple flows showing some control. 	<ul style="list-style-type: none"> I can describe how my body feels during exercise. I can hit a ball over the net and into the court area. I can throw accurately to a partner. I can use simple tactics to make it difficult for an opponent. I know how to score points and can remember the score. I show good sportsmanship when playing against an opponent. 	<ul style="list-style-type: none"> I can dodge and find space away from the other team. I can move with a ball towards goal. I can sometimes dribble a ball with my hands and feet. I can stay with another player to try and win the ball. I know how to score points and can remember the score. I know who is on my team and I can attempt to send the ball to them. 	<ul style="list-style-type: none"> I can jump and land with control. I can use an overarm throw to help me to throw for distance. I can work with others, taking turns and sharing ideas. I can identify good technique. I can describe how my body feels during exercise. I try my best.
	Vocabulary: communicate, include, map, solve, successful, support	Vocabulary: speed, sprint, steady, time, tired	Vocabulary: choose, create, flexibility, flow, perform, strength	Vocabulary: against, defend, quickly, receive, return, trap	Vocabulary: attack, defender, goalkeeper, opponent, possession, receive, send, shoot, tactic, teammate	Vocabulary: aim, distance, far, height, landing, sprint, take off
Y3	Fundamentals <ul style="list-style-type: none"> I am able to jump and turn a skipping rope. I can change direction quickly. I can identify when I was successful. I can link hopping and jumping actions. I demonstrate balance when performing other fundamental skills. I understand how the body moves differently at different speeds. I understand why it is important to warm up. 	Dance <ul style="list-style-type: none"> I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. 	Gymnastics <ul style="list-style-type: none"> I can adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another. I can choose and plan sequences of contrasting actions. I can complete actions with increasing balance and control. I can move in unison with a partner. I can provide feedback using key words. 	Football <ul style="list-style-type: none"> I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can provide feedback using key words. I can track an opponent to slow them down. 	Tennis <ul style="list-style-type: none"> I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can return a ball to a partner. I can use basic racket skills. I understand the aim of the game. I understand the benefits of exercise. I work cooperatively with my group to self-manage games. 	OAA <ul style="list-style-type: none"> I am developing map reading skills. I can follow and give instructions. I can listen to and am accepting of others' ideas. I can plan and attempt to apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges and am beginning to understand why. I can work collaboratively with a partner and a small group.



All Hallows C of E primary School Physical Education Curriculum

		<ul style="list-style-type: none"> I create short dance phrases that communicate the idea. 	<ul style="list-style-type: none"> I use a greater number of my own ideas for movements in response to a task. With help, I can recognise how performances could be improved. 	<ul style="list-style-type: none"> I understand my role as an attacker and as a defender. I work co-operatively with my group to self-manage games. 		
	Vocabulary: agility, co-ordination, control, rhythm, technique	Vocabulary: canon, explore, extend, feedback, formation, interact	Vocabulary: body tension, contrast, extend, flow, landing position, match, patch, point, take off	Vocabulary: accurate, communicate, control, intercept, invasion, opposition, pitch, receiver, referee, teamwork, technique, tournament	Vocabulary: backhand, control, competition, co-operation, court, face, forehand, opponent, opposition, rally, react, tactic	Vocabulary: collaborate, compass, course, discuss, honest, interrupt, route, symbol, tactics, teamwork, trust
	Ball Skills <ul style="list-style-type: none"> I can catch different sized objects with increasing consistency with two hands. I can dribble a ball with control. I can persevere when learning a new skill. I can provide feedback using key words. I can show a variety of throwing techniques. I can throw with accuracy and increasing consistency to a target. I can track the path of a ball that is not sent directly to me. 	Tag Rugby <ul style="list-style-type: none"> I am learning the rules of the game and I am beginning to use them to play honestly. I can communicate with my team and move into space to help them. I can defend an opponent and attempt to tag them. I can move with a ball towards goal with increasing control. I can pass and receive the ball with some control. I can provide feedback using key words. I understand my role as an attacker and as a defender. I work cooperatively with my group to self-manage games. 	Dodgeball <ul style="list-style-type: none"> I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can throw with some accuracy and I am beginning to catch with some consistency. I understand the aim of the game. I work co-operatively with my group to self-manage games. 	Netball <ul style="list-style-type: none"> I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly. I can communicate with my team and move into space to support them. I can defend an opponent and try to win the ball. I can pass, receive and shoot the ball with some control. I can provide feedback using key words. I understand my role as an attacker and as a defender. I work cooperatively with my group to self-manage games. 	Cricket <ul style="list-style-type: none"> I am able to bowl a ball towards a target. I am beginning to strike a bowled ball after a bounce. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them honestly. I can persevere when learning a new skill. I can provide feedback using key words. I can use overarm and underarm throwing, and catching skills. I work co-operatively with my group to self-manage games. 	Athletics <ul style="list-style-type: none"> I am developing jumping for distance. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping. I can use key points to help me to improve my sprinting technique. I can work with a partner and in a small group, sharing ideas. I show determination to achieve my personal best.
	Vocabulary: accurate, opponent, block, possession, personal best, possession, power, technique, cushion, decision, momentum pressure, react	Vocabulary: accurate, communicate, intercept, invasion, opposition, referee, pitch, receiver, teamwork, technique, tournament	Vocabulary: agility, caught out, communicate, opposition, power, tactic, technique	Vocabulary: competition, control, co-operation, court, opponent, opposition, react, tactic	Vocabulary: accuracy, grip, caught out, no ball, runout, short barrier, strike, technique, tournament, umpire, wicket	Vocabulary: accuracy, baton, event, personal best, power, relay, speed, strength, technique
Y4	Hockey <ul style="list-style-type: none"> I am beginning to use simple tactics. 	Dance <ul style="list-style-type: none"> I can choose actions and dynamics to convey a character or idea. 	Gymnastics <ul style="list-style-type: none"> I can explain what happens to my body when I exercise and how this helps to make me healthy. 	Rounders <ul style="list-style-type: none"> I am able to bowl a ball towards a target. I am beginning to strike a bowled ball. 	Tennis <ul style="list-style-type: none"> I understand the rules of the game and I can use them often and honestly. 	Swimming <ul style="list-style-type: none"> I can swim competently, confidently and proficiently over a distance of at least 25 metres.



All Hallows C of E primary School Physical Education Curriculum

<ul style="list-style-type: none"> • I am learning the rules of the game and am beginning to use them honestly. • I can dribble, pass, receive and shoot the ball with some control. • I can find space away from others and near to my goal. • I can provide feedback using key words. • I can track an opponent to slow them down. • I understand my role as an attacker and as a defender. • I work co-operatively with my group to self-manage games. • I can delay an opponent and help to prevent the other team from scoring. • I can dribble, pass, receive and shoot the ball with increasing control. • I can move to space to help my team to keep possession and score goals. • I can provide feedback using key terminology and understand what I need to do to improve. • I can use simple tactics to help my team score or gain possession. • I share ideas and work with others to manage our game. • I understand the rules of the game and I can use them often and honestly. 	<ul style="list-style-type: none"> • I can copy and remember set choreography. • I can provide feedback using appropriate language relating to the lesson. • I can respond imaginatively to a range of stimuli relating to character and narrative. • I can use changes in timing and spacing to develop a dance. • I can use counts to keep in time with others and the music. • I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. • I show respect for others when working as a group and watching others perform. 	<ul style="list-style-type: none"> • I can identify some muscle groups used in gymnastic activities. • I can plan and perform sequences with a partner that include a change of level and shape. • I can provide feedback using appropriate language relating to the lesson. • I can safely perform balances individually and with a partner. • I can watch, describe and suggest possible improvements to others' performances and my own. • I understand how body tension can improve the control and quality of my movements. 	<ul style="list-style-type: none"> • I am developing an understanding of tactics and I am beginning to use them in game situations. • I am learning the rules of the game and I am beginning to use them. • I can provide feedback using key words. • I can use overarm and underarm throwing and catching skills. • I work co-operatively with my group to self-manage games. • I am able to bowl a ball with some accuracy, and consistency. • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I can communicate with my teammates to apply simple tactics. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can provide feedback using key terminology and understand what I need to do to improve. • I can strike a bowled ball with adapted equipment (e.g. a tennis racket). • I can use overarm and underarm throwing and catching skills with increasing accuracy. • I share ideas and work with others to manage our game. 	<ul style="list-style-type: none"> • I can communicate with my teammates to apply simple tactics. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can provide feedback using key terminology and understand what I need to do to improve. • I can return to the ready position to defend my own court. • I can sometimes play a continuous game. • I can use a range of basic racket skills. • I share ideas and work with others to manage our game. 	<ul style="list-style-type: none"> • I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • I can perform safe self-rescue in different water-based situations.
---	---	--	--	---	--



All Hallows C of E primary School Physical Education Curriculum

<p>Vocabulary: accelerate, cushion, decision, delay, deny, gain, limit, momentum, obstruct, onside, offside, option, pressure, protect, support, tackle, timing</p>	<p>Vocabulary: action and reaction, flow, order, performance, phrase, relationship, represent, rhythm, structure</p>	<p>Vocabulary: bridge, fluidly, inverted, momentum, perform, rotation, shoulder stand, stability, wrist grip</p>	<p>Vocabulary: compete, cushion, decision, limit, momentum, pressure, retrieve</p>	<p>Vocabulary: alternate, co-operative, compete, contact, continuous, extend, receiver, reflect, swing</p>	<p>Vocabulary: back, blow, breath, bubbles, front, kick, rules, safely, splash, travel, enter, exit, float, glide, pull, backstroke, breaststroke, floating, front crawl, H.E.L.P position, handstand, huddle, sidestroke, surface, surface dive, tactics, technique, treading water, water safety, alternate, buoyancy, rotation, sculling, submerge, survival, continuously, dolphin kick, endurance, exhale, flutter kick, inhale, outstretched, personal best, retrieve, somersault, synchronised, afloat, buoyant, conserve, flexed, motion, propel, streamline</p>
<p>Basketball</p> <ul style="list-style-type: none"> • I am beginning to use simple tactics. • I am learning the rules of the game and am beginning to use them honestly. • I can dribble, pass, receive and shoot the ball with some control. • I can find space away from others and near to my goal. • I can provide feedback using key words. • I can track an opponent to slow them down. • I understand my role as an attacker and as a defender. • I work co-operatively with my group to self-manage games. • I can delay an opponent and help to prevent the other team from scoring. • I can dribble, pass, receive and shoot the ball with increasing control. 	<p>Fitness</p> <ul style="list-style-type: none"> • I can collect and record my scores, recognising my strengths. • I can complete exercises with control. • I can persevere when I find a challenge hard. • I can provide feedback using key words. • I can use key points to help me to improve my sprinting technique. • I can work safely with others. • I show balance when changing direction. • I understand that there are different areas of fitness. • I can collect and record my scores and identify areas I need to improve. • I can use key points to help me to improve my sprinting technique. • I share ideas and work with others to manage activities. 	<p>Yoga</p> <ul style="list-style-type: none"> • I can copy and link yoga poses together to create a short flow. • I can describe how yoga makes me feel. • I can move from one pose to another in time with my breath. • I can provide feedback using key words. • I can work with others to create a flow including a number of poses. • I show some stability when holding my yoga poses. • I can describe how yoga makes me feel and can talk about the benefits of yoga. • I can link poses together to create a yoga flow. • I can provide feedback using key terminology and understand what I need to do to improve. • I can transition from pose to pose in time with my breath. 	<p>Golf</p> <ul style="list-style-type: none"> • I can hold all equipment correctly. • I can provide feedback using key words. • I can strike the ball with some accuracy. • I can work on my own, with a partner and as a team. • I mostly have the correct stance for putting. • I show balance when striking the ball. • I understand the aim of the game. • I can hold all equipment correctly. • I can provide feedback using key terminology and understand what I need to do to improve. • I can show how to aim using a putting club. • I can strike a ball with increasing consistency. • I can use different actions for different shots. 	<p>Swimming</p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres. • I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • I can perform safe self-rescue in different water-based situations. 	<p>Athletics</p> <ul style="list-style-type: none"> • I can demonstrate the difference in sprinting and jogging techniques. • I can explain what happens in my body when I warm up. • I can identify when I was successful and what I need to do to improve. • I can jump for distance with balance and control. • I can throw with some accuracy and power to a target area. • I show determination to improve my personal best. • I support and encourage others to work to their best.



All Hallows C of E primary School Physical Education Curriculum

	<ul style="list-style-type: none"> I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly. 	<ul style="list-style-type: none"> I show balance when changing direction at speed. I show control when completing activities to improve balance. I show determination to continue working over a period of time. I understand there are different areas of fitness and that each area challenges my body differently. 	<ul style="list-style-type: none"> I can work collaboratively and effectively with others. I demonstrate yoga poses which show clear shapes. I show increasing control and balance when moving from one pose to another. 	<ul style="list-style-type: none"> I share ideas and work with others to manage our game. 		
	<p>Vocabulary: accelerate, cushion, decision, delay, deny, gain, limit, momentum, obstruct. Offside, onside, option, pressure, protect, support, tackle, timing</p>	<p>Vocabulary: accelerate, decelerate, dynamic, react, record, static</p>	<p>Vocabulary: base, contact, control, hinge, link, mindfulness, tilt, gratitude, lengthen, notice, stable, wellbeing</p>	<p>Vocabulary: adjust, avoid, cushion, decision, relaxed, support</p>	<p>Vocabulary: back, blow, breath, bubbles, front, kick, rules, safely, splash, travel, enter, exit, float, glide, pull, backstroke, breast stroke, floating, front crawl, H.E.L.P position, handstand, huddle, sidestroke, surface, surface dive, tactics, technique, treading water, water safety, alternate, buoyancy, rotation, sculling, submerge, survival, continuously, dolphin kick, endurance, exhale, flutter kick, inhale, outstretched, personal best, retrieve, somersault, synchronised, afloat, buoyant, conserve, flexed, motion, propel, streamline</p>	<p>Vocabulary: heave, launch, measure, official, officiate, pace, record, stamina, stride, transfer of weight</p>
Y5	<p>Netball</p> <ul style="list-style-type: none"> I can use simple tactics to help my team score or gain possession. I understand the rules of the game and I can use them often and honestly. I can defend one on one and know when to win the ball. I can explain what happens to my body when I exercise 	<p>Dance</p> <ul style="list-style-type: none"> I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. 	<p>Gymnastics</p> <ul style="list-style-type: none"> I can create and perform sequences using apparatus, individually and with a partner. I can lead a partner through short warm-up routines. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say 	<p>Football</p> <ul style="list-style-type: none"> I understand the rules of the game and I can use them often and honestly. I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. 	<p>Tennis</p> <ul style="list-style-type: none"> I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. 	<p>OAA</p> <ul style="list-style-type: none"> I can accurately follow and give instructions. I can confidently communicate ideas and listen to others. I can identify key symbols on a map and use a key to help navigate around a grid. I can plan and apply strategies to solve problems.



All Hallows C of E primary School Physical Education Curriculum

	<p>and how this helps to make me healthy.</p> <ul style="list-style-type: none"> I can move to space to help my team to keep possession and score goals. I can pass, receive and shoot the ball with increasing control. I can provide feedback using key terminology and understand what I need to do to improve. I share ideas and work with others to manage our game. I can communicate with my team and move into space to keep possession and score. I can identify when I was successful and what I need to do to improve. I can pass, receive and shoot the ball with some control under pressure. I can stay with an opponent and I confident to attempt to intercept. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this. 	<ul style="list-style-type: none"> I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work. 	<p>how it affects the performance.</p> <ul style="list-style-type: none"> I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance. I can work safely when learning a new skill to keep myself and others safe. 	<ul style="list-style-type: none"> I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can often make the correct decision of who to pass to and when. I can use tracking and intercepting when playing in defence. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the time to play honestly and fairly. I understand there are different skills for different situations and I am beginning to apply this. 	<ul style="list-style-type: none"> I can use feedback provided to improve my work. I can work cooperatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this. 	<ul style="list-style-type: none"> I can reflect on when and why I was successful at solving challenges. I can work collaboratively and effectively with a partner and a small group. I am inclusive of others and can share job roles. I can navigate around a course using a map. I can orientate a map confidently. I can reflect on when I was successful at solving challenges and alter my methods in order to improve. I can use critical thinking to approach a task. I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.
--	---	---	---	---	---	---



All Hallows C of E primary School Physical Education Curriculum

<p>Vocabulary: adjust, baselines, communicate, consecutive, create, cushion, dominant, grip, option, pressure, readjust, release, situation, sportsmanship, technique</p>	<p>Vocabulary: choreograph, choreography, collaboratively, genre, motif, quality, posture, transition</p>	<p>Vocabulary: asymmetrical, canon, cartwheel, decide, extension, identify, mirroring, observe, performance, quality, stable, symmetrical, synchronisation, transition</p>	<p>Vocabulary: angle, close down, create, dominant, drive, maintain, rebound, situation, stance, sporting behaviour, sportsmanship</p>	<p>Vocabulary: adjust, baselines, communicate, consecutive, create, cushion, dominant, grip, groundstroke, non-dominant, option, pressure, readjust, release, serve, situation, sportsmanship, technique</p>	<p>Vocabulary: effectively, key, leader, navigate, orientate, reflect, role, cardinal points, compromise, concise, critical thinking, landmark, negotiate, strategy, verbal, visual</p>
<p>Tag Rugby</p> <ul style="list-style-type: none"> I understand the rules of the game and I can use them often and honestly. I can delay an opponent and help prevent the other team from scoring. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can help my team keep possession and score tries when I play in attack. I can pass and receive the ball with increasing control. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I can communicate with my team and move into space to keep possession and score. I can identify when I was successful and what I need to do to improve. I can pass and receive the ball with some control under pressure. I can tag opponents and close down space. 	<p>Handball</p> <ul style="list-style-type: none"> I am learning the rules of the game and am beginning to use them honestly. I can defend an opponent to slow them down. I can find space away from others and near to my goal. I can provide feedback using key words. I can throw, catch, dribble and shoot the ball with some control. I understand my role both as a defender and as an attacker. I work co-operatively with my group to self-manage games. I can self-manage a match with my team-mates and officiate a match by applying the basic rules. I can delay an opponent and help to prevent the other team from scoring. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can throw, catch, dribble and shoot the ball with increasing control. 	<p>Dodgeball</p> <ul style="list-style-type: none"> I understand the rules of the game and I can use them often and honestly. I can catch with increasing consistency. I can communicate with my teammates to apply simple tactics. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend myself. I can throw with some accuracy at a target. I share ideas and work with others to manage our game. I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can throw accurately at a target. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. 	<p>Volleyball</p> <ul style="list-style-type: none"> I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can use the rules to referee a game. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use these. 	<p>Cricket</p> <ul style="list-style-type: none"> I am able to bowl a ball with some accuracy and consistency. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can persevere when learning a new skill. I can provide feedback using key terminology and understand what I need to do to improve. I can strike a bowled ball after a bounce. I can use overarm and underarm throwing, and catching skills with increasing accuracy. I share ideas and work with others to manage our game. I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with increasing consistency. I can work co-operatively with others to manage our game. 	<p>Athletics</p> <ul style="list-style-type: none"> I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance.



All Hallows C of E primary School Physical Education Curriculum

	<ul style="list-style-type: none"> I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this. 	<ul style="list-style-type: none"> I can use simple tactics to help my team gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly. I can lead others and contribute my ideas to group work. I use feedback provided to improve my work. I can apply defensive skills individually and as a team to gain possession, deny space and stop goals. I can dribble, pass, receive and shoot the ball with some control under pressure. I communicate with my team and move into space to help to maintain possession. I understand the need for tactics and can identify when to use them in different situations. I understand the rules and can apply them honestly most of the time including when refereeing. 	<ul style="list-style-type: none"> I understand there are different skills for different situations and I am beginning to use these. 		<ul style="list-style-type: none"> I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this. 	
	<p>Vocabulary: angle, ball carrier, barrier, close down, create, dominant, drive, maintain, rebound, situation, stance, sporting behaviour, sportsmanship,</p>	<p>Vocabulary: angle, ball carrier, barrier, close down, create, dominant, drive, maintain, rebound, situation, sporting behaviour, stance, sportsmanship</p>	<p>Vocabulary: align, angle, fake, force, officiate, situation, stance</p>	<p>Vocabulary: adjust, baselines, communicate, consecutive, create, cushion, dominant, grip, groundstroke, non-dominant, option, pressure, readjust, release, serve, situation, sportsmanship, technique</p>	<p>Vocabulary: backing up, close catch, deep catch, long barrier, situation, stance</p>	<p>Vocabulary: approach, changeover, consistent, dominant, drive, field, force, javelin, momentum, shot put, track</p>



All Hallows C of E primary School Physical Education Curriculum

<p>Y6</p>	<p>Basketball</p> <ul style="list-style-type: none"> I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can use tracking and intercepting when playing in defence. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this. I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use the rules of the game honestly and consistently. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. 	<p>Dance</p> <ul style="list-style-type: none"> I can choreograph a dance and work safely using a prop. I can lead a small group through a short warm-up routine. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. 	<p>Gymnastics</p> <ul style="list-style-type: none"> I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can work collaboratively with others to create a sequence. I understand how to work safely when learning a new skill. I understand what counter balance and counter tension is and can show examples with a partner. 	<p>Badminton</p> <ul style="list-style-type: none"> I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work cooperatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this. I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas 	<p>Tennis</p> <ul style="list-style-type: none"> I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities. 	<p>Rounders</p> <ul style="list-style-type: none"> I am beginning to strike a ball with a rounders bat. I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this. I can strike a bowled ball with increasing consistency. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work collaboratively with others to get batters out. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand and can apply some tactics in the game as a batter, bowler and fielder.
------------------	--	--	--	--	--	--



All Hallows C of E primary School Physical Education Curriculum

<ul style="list-style-type: none"> I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand when to use different styles of defence in game situations. 			<p>for development and can suggest ways to improve.</p>		
<p>Vocabulary: abide, appropriate, assess, ball side, consecutive, consistently, contest, definite, dictate, draw, extend, react, transition, turnover</p>	<p>Vocabulary: aesthetic, express, freeze frame, inspiration, mood, refine, rehearse, stimulus, style</p>	<p>Vocabulary: aesthetics, competent, contrasting, counter balance, counter tension, engage, execution, flight, formation, handstand, progression, refine, structure, vault</p>	<p>Vocabulary: abide, appropriate, direct, doubles, footwork, limit, opposing, placement, prepare, recover, service, stance, thrust</p>	<p>Vocabulary: abide, appropriate, direct, doubles, footwork, limit, opposing, placement, prepare, recover, service, stance, thrust</p>	<p>Vocabulary: abide, appropriate, assess, collaborate, consecutive, consistently</p>
<p>Hockey</p> <ul style="list-style-type: none"> I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can use tracking, tackling and intercepting when playing in defence. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the time to play fairly and honestly. I understand there are different skills for different 	<p>Fitness</p> <ul style="list-style-type: none"> I can analyse my fitness scores to identify areas for improvement. I can choose the best pace for a running event and maintain speed. I can encourage and motivate others to work to their personal best. I can identify how different activities can benefit my physical health. I can work with others to manage activities. I understand the different components of fitness and how to test them. I understand what my maximum effort looks and feels like and I am determined to achieve it. I can change my running technique to adapt to different distances. I can collect, record and analyse scores to identify areas where I have made the most improvement. 	<p>Yoga</p> <ul style="list-style-type: none"> I am confident to lead others through poses and flows. I can create a yoga flow working safely with a partner. I can identify how different activities can benefit my physical health. I can move with control from one pose to another demonstrating good balance. I can provide feedback to others using key terminology. I can use feedback provided to improve my work. I can use my breath to move from pose to pose. I show strength and flexibility whilst holding yoga poses. I am confident to lead others, demonstrating poses and teaching them my flow. I can use feedback provided to improve the quality of my work. 	<p>Handball</p> <ul style="list-style-type: none"> I am confident to lead others and can contribute appropriate ideas to group work. I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals. I can create and use space to help my team to maintain possession and create scoring opportunities. I can perform a range of skills with control and can select the appropriate action for the situation under pressure. I can work in collaboration with others to self-manage games so that they run smoothly. I recognise my own and others' strengths and areas for development and can suggest ways to improve. I use the rules of the game honestly and consistently 	<p>Golf</p> <ul style="list-style-type: none"> I am developing a wider range of skills and I am beginning to use these under some pressure. I can hold all equipment correctly depending on the shot I am using. I can identify different areas of the golf course. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work cooperatively with others to manage our game. I understand there are different skills for different situations and I am beginning to use these. I can identify different areas of the golf course. I can show control of distance when chipping and putting. 	<p>Athletics</p> <ul style="list-style-type: none"> I can compete within the rules showing fair play and honesty. I can help others to improve their technique using key teaching points. I can identify my own and others' strengths and areas for development and can suggest ways to improve. I can perform jumps for distance using good technique. I can select and apply the best pace for a running event. I can show accuracy and good technique when throwing for distance. I understand that there are different areas of fitness and how this helps me in different activities. I use different strategies to persevere to achieve my personal best.



All Hallows C of E primary School Physical Education Curriculum

<p>situations and I am beginning to apply this.</p> <ul style="list-style-type: none"> I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control. under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, tackling and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. 	<ul style="list-style-type: none"> I can work with others to organise, manage and record information at a station. I encourage and motivate others to work to their best. I understand that there are different areas of fitness and how this helps me in different activities. I understand the different components of fitness and ways to test and develop them. I work to my maximum consistently when presented with challenges. 	<ul style="list-style-type: none"> I can use my breath to transition from one pose to another with control. I can use yoga poses to improve my flexibility, strength and balance. I choose poses which link easily from one to the other to help my sequence flow. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities. 	<p>when playing and refereeing.</p>	<ul style="list-style-type: none"> I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. 	
<p>Vocabulary: abide, appropriate, assess, ball side, consecutive, consistently, contest, definite, dictate, draw, extend, react, transition, turnover</p>	<p>Vocabulary: consistent, drive, measure, motivate, preserve, power, stable, abdominals, analyse, calves, quadriceps, rhythm</p>	<p>Vocabulary: concentrate, connect, exhale, inhale, maintain, posture, muscles, quality, transition. Collaborate, engage, expand, fluidly, salutation</p>	<p>Vocabulary: abide, appropriate, assess, ball side, consecutive, consistently, contest, definite, dictate, draw, extend, react, transition, turnover</p>	<p>Vocabulary: abide, anticipate, appropriate, assess, collaborate, trajectory</p>	<p>Vocabulary: discuss, explosive, fling, grip, maximum, meet, pattern, phase, release, rhythm, stance, strategy</p>
<p>Year 6 Residential OAA</p> <ul style="list-style-type: none"> I am inclusive of others, can share job roles and lead when necessary. I can orientate a map efficiently to navigate around a course. I can pool ideas within a group, selecting and applying the best method to solve a problem. I can use critical thinking skills to form ideas and strategies to solve challenges. I can work effectively with a partner and a group to solve challenges. With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve. 					
<p>Swimming: Catch Up Swimming will be provided to those who did not meet the NC requirements when swimming in year 4 and have not since met those requirements in private lessons.</p>					



All Hallows C of E primary School Physical Education Curriculum

Impact

By the time the children leave Year 6 they will be equipped with the knowledge and skills to meet the requirements they encounter at secondary school. They will have built a solid foundation of transferable skills which they can apply to a variety of sports/activities and to other aspects of their life. They also understand what being active means to them and how they can incorporate it into their lifestyle during their time in education and into adulthood. The knowledge progression grid takes account of the knowledge and skills the children develop throughout their time at All Hallows.



All Hallows C of E primary School Physical Education Curriculum

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Body Management (through fundamentals, fitness and athletics)	<ul style="list-style-type: none"> . I can create shapes showing a basic level of stillness using different parts of my body. . I can begin to take weight on different body parts. . I can show shapes and actions that stretch my body. . I can copy and link simple actions together. 	<ul style="list-style-type: none"> . I can perform balances making my body tense, stretched and curled. . I can take body weight on my hands for a short period of time. . I can demonstrate poses and movements that challenge my flexibility. . I can remember, repeat and link simple actions together. 	<ul style="list-style-type: none"> . I can perform balances on different body parts with some control and balance. . I can take body weight different parts of the body with and without apparatus. . I can show increased awareness of extension and flexibility in actions. . I can copy, remember, repeat and plan linking simple actions with some control and technique. 	<ul style="list-style-type: none"> . I can complete balances with increasing stability, control and technique. . I can demonstrate some strength and control when taking weight on different body parts for longer periods of time. . I can demonstrate increased flexibility and extension in my actions. . I can choose actions that flow well into one another both on and off apparatus. 	<ul style="list-style-type: none"> . I can use body tension to person balances both individually and with a partner. . I can demonstrate increasing strength, control and technique when taking own and others weight. . I can demonstrate increased flexibility and extension in more challenging actions. . I can plan and perform sequences showing control and technique with and without a partner. 	<ul style="list-style-type: none"> . I can show increasing control and balance when moving from the one balance to another. . I can use strength to improve the quality of an action and the range of actions available. . I can use flexibility to improve the quality of the actions I perform as well as the actions I choose to link them. . I can create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner. 	<ul style="list-style-type: none"> . I can combine and perform more complex balances with control, technique and fluency. . I can demonstrate more complex actions with a good level of strength and technique. . I can confidently transition from one action to another showing appropriate control and extension for the complexity of the action. . I can plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills. 	<ul style="list-style-type: none"> . I can display coordination and body management for each of the 3 disciplines . I can identify the health benefits of sustained running and how this relates to benefiting other sports . I can improve skills at high jump, running long jump and pacing themselves over longer distances. . I can become more competent at throwing events using athletics appropriate equipment (e.g. shot putt). . I can develop personal best and target setting.



All Hallows C of E primary School Physical Education Curriculum

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Games (through invasion, target, net and wall, striking and fielding games)	<p>. I can drop and catch with two hands.</p> <p>. I can move a ball with feet.</p> <p>. I can throw and roll a variety of beanbags and larger balls to a space.</p> <p>. I can kick larger balls to a space.</p> <p>. I can stop a beanbag or large ball sent to me using my hands.</p>	<p>. I can drop and catch a ball after one bounce on the move.</p> <p>. I can move a ball using different parts of the foot.</p> <p>. I can throw and roll towards a target with varying techniques.</p> <p>. I can kick towards a stationary target.</p> <p>. I can catch a beanbag and a medium size ball.</p>	<p>. I can dribble a ball with two hands on the move.</p> <p>. I can dribble a ball with some success, stopping it when required.</p> <p>. I can throw and roll towards a target using varying techniques with some success.</p> <p>. I can show balance when kicking towards a target.</p> <p>. I can catch an object passed to me, with and without a bounce.</p>	<p>. I can dribble the ball with one hand with some control in game situations.</p> <p>. I can dribble a ball with feet with some control in game situations.</p> <p>. I can use a variety of throwing techniques in game situations.</p> <p>. I can kick towards a partner in game situations.</p> <p>. I can catch a ball passed to me using one and two hands with some success.</p>	<p>. I can link dribbling the ball with other actions with increasing control.</p> <p>. I can change direction when dribbling with feet with some control in game situations.</p> <p>. I can use a variety of throwing techniques with increasing success in game situations.</p> <p>. I can kick with increasing success in game situation.</p> <p>. I can catch a ball passed to me using one and two hands with increasing success.</p>	<p>. I can use dribbling to change the direction of play with some control under pressure.</p> <p>. I can dribble with feet with some control under increasing pressure.</p> <p>. I can use a variety of throwing techniques with some control under increasing pressure.</p> <p>. I can use a variety of kicking techniques with some control under increasing pressure.</p> <p>. I can catch and intercept a ball using one and two hands with some success in game situations.</p>	<p>. I can use dribbling to change the direction of play with control under pressure.</p> <p>. I can use a variety of dribbling techniques to maintain possession under pressure.</p> <p>. I can use a variety of throwing techniques including fakes passes to outwit an opponent.</p> <p>. I can select and apply the appropriate kicking technique with control.</p> <p>. I can catch and intercept a ball using one and two hands with increasing success in game situations.</p>	<p>. I can apply skills to full game situations, more comparable to the full games including full rules.</p> <p>. I can further develop attack and defence principles with a higher focus on defending.</p> <p>. I can make the strike technique more strategic and varied.</p>



All Hallows C of E primary School Physical Education Curriculum

	<p>. I can attempt to stop a large ball sent to me using feet.</p> <p>. I can hit a ball with hands.</p> <p>. I can run and stop when instructed.</p> <p>. I can move around showing limited awareness of others.</p> <p>. I can make simple decisions in response to a situation.</p>	<p>. I can attempt to track balls and other equipment sent to me.</p> <p>. I can strike a stationary ball using a racket.</p> <p>. I can run, stop and change direction with some balance and control.</p> <p>. I can recognise space in relation to others.</p> <p>. I can begin to use simple tactics with guidance.</p>	<p>. I can move to track a ball and stop it using my feet with limited success.</p> <p>. I can strike a ball using a racket.</p> <p>. I can run, stop and change direction with balance and control.</p> <p>. I can move to space to help score goals or limit others scoring.</p> <p>. I can use simple tactics.</p>	<p>. I can receive a ball sent to me using different parts of the foot.</p> <p>. I can strike a ball with varying technique.</p> <p>. I can change direction with increasing speed in game situations.</p> <p>. I can use space with some success in game situations.</p> <p>. I can use simple tactics individually and within a team.</p>	<p>. I can receive a ball using different parts of the foot under pressure.</p> <p>. I can strike a ball using varying techniques with increasing accuracy.</p> <p>. I can change direction to lose an opponent with some success.</p> <p>. I can create and use space with some success in game situations.</p> <p>. I can use simple tactics to help my team score or gain possession.</p>	<p>. I can receive a ball using different parts of the foot under pressure with increasing control.</p> <p>. I can strike a ball using a wider range of skills. Apply these with some success under pressure.</p> <p>. I can use a variety of techniques to change direction to lose an opponent.</p> <p>. I can create and use space for self and others with some success.</p> <p>. I can understand the need for tactics and identify when to use them in different situations.</p>	<p>. I can receive a ball with consideration to the next move.</p> <p>. I can strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>. I can confidently change direction to successfully outwit an opponent.</p> <p>. I can effectively create and use space for myself and others to outwit an opponent.</p> <p>. I can work collaboratively to create tactics within my team and evaluate the effectiveness of these.</p>	
--	--	--	---	---	--	--	---	--



All Hallows C of E primary School Physical Education Curriculum

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Dance	<p>. I can copy basic body actions and rhythms.</p> <p>. I can choose and use travelling actions, shapes and balances.</p> <p>. I can travel in different pathways using the space around me.</p> <p>. I can begin to use dynamics and expression with guidance.</p> <p>. I can begin to count to music.</p>	<p>. I can copy, remember and repeat actions.</p> <p>. I can choose actions for an idea.</p> <p>. I can use changes of direction, speed and levels with guidance.</p> <p>. I can show some sense of dynamic and expressive qualities.</p> <p>. I can begin to use counts.</p>	<p>. I can copy, remember and repeat a series of actions.</p> <p>. I can select from a wider range of actions in relation to a stimulus.</p> <p>. I can use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>. I can use mirroring and unison when completing actions with a partner.</p> <p>. I can show a character through actions, dynamics and expression.</p> <p>. I can use counts with help to stay in time with the music.</p>	<p>. I can copy, remember and perform a dance phrase.</p> <p>. I can create short dance phrases that communicate an idea.</p> <p>. I can use canon, unison and formation to represent an idea.</p> <p>. I can match dynamic and expressive qualities to a range of ideas.</p> <p>. I can use counts to keep in time with a partner and group.</p>	<p>. I can copy, remember and adapt set choreography.</p> <p>. I can choreograph considering structure individually, with a partner and in a group.</p> <p>. I can use action and reaction to represent an idea.</p> <p>. I can change dynamics to express changes in character or narrative.</p> <p>. I can use counts when choreographing short phrases.</p>	<p>. I can accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>. I can choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</p> <p>. I can confidently perform choosing appropriate dynamics to represent an idea.</p> <p>. I can use counts accurately when choreographing to perform in time with the others and the music.</p>	<p>. I can perform dances confidently and fluently with accuracy and good timing.</p> <p>. I can work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>. I can improvise combine dynamics demonstrating an awareness of the impact on performance.</p> <p>. I can use counts when choreographing and performing to improve the quality of work.</p>	<p>. I can identify different dance routines and genres.</p> <p>. I can follow a stimulus to allow further creativity.</p> <p>. I can perform a routine to others with confidence.</p>



All Hallows C of E primary School Physical Education Curriculum

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
OAA	<p>. I can follow simple instructions.</p> <p>. I can share my ideas with others.</p> <p>. I can explore activities by making my own decisions in response to a task.</p> <p>. I can make decisions about where to move in a space.</p> <p>. I can follow a path.</p> <p>. I can begin to identify personal success.</p>	<p>. I can follow instructions.</p> <p>. I can begin to work with a partner and a small group.</p> <p>. I can understand the rules of the game and suggest ideas to solve simple tasks.</p> <p>. I can copy a simple diagram/map.</p> <p>. I can identify my own and others' success.</p>	<p>. I can follow instructions accurately.</p> <p>. I can work cooperatively with a partner and a small group taking turns and listening to each other.</p> <p>. I can try different ideas to solve a task.</p> <p>. I can follow and create a simple diagram/map.</p> <p>. I can understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>. I can follow instructions from a peer and give simple instructions.</p> <p>. I can work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>. I can plan and attempt to apply strategies to solve problems.</p> <p>. I can orientate and follow a diagram/map.</p> <p>. I can reflect on when and why challenges are solved successfully and use others' success to help me improve.</p>	<p>. I can accurately follow instructions given by a peer and give clear and useable instructions to a peer.</p> <p>. I can confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>. I can plan and apply strategies to solve a problem.</p> <p>. I can identify key symbols on a map and use a key to help navigate around a grid.</p> <p>. I can watch, describe and evaluate the effectiveness of my team strategy, giving ideas for improvement.</p>	<p>. I can use clear communication when working in a group and taking on different roles.</p> <p>. I can begin to lead others, providing clear instructions.</p> <p>. I can plan and apply strategies with others to more complex challenges.</p> <p>. I can orientate a map confidently using it to navigate around a course.</p> <p>. I know and can explain why a particular strategy worked and alter methods to improve.</p>	<p>. I can communicate with others clearly and effectively when under pressure.</p> <p>. I can be confident to lead others and show consideration of including all within a group.</p> <p>. I can use critical thinking skills to form ideas and strategies selecting and applying the best methods to solve a problem.</p> <p>. I can confidently and efficiently orientate a map, identifying key features to navigate around a course.</p> <p>. I can accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>	<p>. I can work under pressure from a time activity to perform set tasks.</p> <p>. I can identify myself in a new location and use this to help movement around a new location (transition to a new site).</p> <p>. I can use a map.</p>



All Hallows C of E primary School Physical Education Curriculum

Strand	At All Hallows Swimming is taught to Year 4 with catch up available in Year 6 if they have not met the National Curriculum Objectives by the time they leave primary school			
Swimming	Beginners	Developers	Intermediate	National Curriculum Objectives
	<ul style="list-style-type: none"> . I can submerge and regain my feet in the water. . I can breathe in sync with an isolated kicking action from poolside. . I can use my arms and legs together to move effectively across a short distance in the water. . I can glide on my front and back over short distances. . I can float on my front and back for short periods of time. . I can confidently roll from my front to back and then regain a standing position. 	<ul style="list-style-type: none"> . I can confidently and consistently retrieve an object from the floor with the same breath. . I can begin to coordinate breath in time with basic strokes showing some consistency in timing. . I can demonstrate a fair level of technique, consistently coordinating the correct body parts in a range of strokes. . I can combine gliding and floating on my front and back over and increased distance. . I can float on my front and back using different shapes with increased control. . I can comfortably demonstrate sculling head first, feet first and treading water. 	<ul style="list-style-type: none"> . I can confidently combine skills to retrieve an object from greater depth. . I can confidently coordinate a smooth and consistent breathing technique with a range of strokes. . I can confidently demonstrate good technique in a wider range of strokes over increased distances. . I can combine gliding and transitioning into an appropriate stroke with good control. . I can confidently link a variety of floating actions together demonstrating good technique and control. . I can select and apply the appropriate survival technique to the situation. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> . 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.



All Hallows C of E primary School Physical Education Curriculum

Strand	EYFS	Year 1 & Year 2	Year 3 & Year 4	Year 5 & Year 6
Social	<ul style="list-style-type: none"> . I know how to take turns. . I can learn to share with others. . I can share my ideas with others. 	<ul style="list-style-type: none"> . I how to encourage others to keep trying. . I can talk to a partner about my ideas and take turns to listen to each other. . I can work with a partner and small group to play games and solve challenges. 	<ul style="list-style-type: none"> . I know how to encourage and motivate others to work to their personal best. . I can work with others to achieve a shared goal. . I can work with others to self-manage games. 	<ul style="list-style-type: none"> . I know how to share ideas with others and work together to decide on the best approach to a task. . I can lead others and show consideration of including all within a group. . I know how to communicate with others clearly and effectively.
Emotional	<ul style="list-style-type: none"> . I know to try again if I do not succeed. . I can practise skills independently. . I can be confident to try new tasks and challenges. 	<ul style="list-style-type: none"> . I can show determination to continue working over a longer period of time. . I can be determined to complete the challenges and tasks set. . I know how to explore skills independently before asking for help. . I can be confident to share ideas, contribute to class discussion and perform in front of others. 	<ul style="list-style-type: none"> . I can persevere when finding a challenge difficult. . I know what my best looks like and I can work hard to achieve it. . I can begin to use rules showing awareness of fairness and honesty. . I can show an awareness of how other people feel. 	<ul style="list-style-type: none"> . I can understand what maximum effort looks and feels like and show determination to achieve it. . I can use different strategies to persevere to achieve personal best. . I know how to compete within the rules showing fair play and honesty when playing independently. . I can be confident to attempt tasks and challenges outside of my comfort zone.
Thinking	<ul style="list-style-type: none"> . I can begin to identify personal success. . I can choose my own movements and actions in response to simple tasks e.g. choosing to travel by skipping. . I can begin to provide simple feedback saying what I liked or what I thought was good about someone's performance. 	<ul style="list-style-type: none"> . I can make simple decisions when presented with a simple challenge. E.g. move to an open space towards a goal. . I can begin to select and apply skills to use in a variety of different situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. . I can provide feedback beginning to use key words from the lesson. 	<ul style="list-style-type: none"> . I can make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to you and where to move. . I can select and apply from a wider range of skills and actions in response to a task. . I can provide feedback using key terminology. 	<ul style="list-style-type: none"> . I can reflect and evaluate my performance as a group and as an individual and suggest areas for improvement. . I can recognise and explain my thought process when playing games or completing tasks. E.g. I moved here because my teammate was over there. . I can identify my own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.



All Hallows C of E primary School Physical Education Curriculum

				. I can select and apply appropriate skills for the situation when under pressure.
--	--	--	--	--



All Hallows C of E primary School Physical Education Curriculum

Fundamentals	Knowledge	Skills	Assessment Criteria	Vocabulary
<p>EYFS</p>	<p>Running: I know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.</p> <p>Balancing: I know that I can hold my arms out to help me to balance.</p> <p>Jumping: I know that bending my knees will help me to land safely.</p> <p>Hopping: I know that I use one foot to hop.</p> <p>Skipping: I know that if I hop then step that will help me to skip.</p>	<p>Running: explore running and stopping. Explore changing direction safely.</p> <p>Balancing: explore balancing whilst stationary and on the move.</p> <p>Jumping: begin to explore take-off and landing safely.</p> <p>Hopping: explore hopping on both feet.</p> <p>Skipping: explore skipping as a travelling action.</p>	<ul style="list-style-type: none"> • I am beginning to negotiate space safely. • I play games honestly guided by rules with support. • I am building my confidence to try new challenges. • I follow instructions with support. • I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games. • I am beginning to take turns with others. • I can negotiate space safely with consideration for myself and others. • I play games honestly with consideration of the rules. • I am confident to try new challenges. • I follow instructions involving several ideas or actions. • I use movement skills with developing balance and co-ordination when playing games. • I play co-operatively, take turns and encourage others. • I am beginning to negotiate space safely. • I am building my confidence to try new challenges. • I can explore movement skills. • I follow instructions with support. • I am beginning to take turns and congratulate others. • I play games honestly guided by the rules with support. • I am beginning to understand how I feel in different situations. • I can negotiate space safely with consideration for myself and others. • I am confident to try new challenges, deciding on the skills I use to complete the task. • I use movement skills with developing balance and co-ordination. • I follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> • Run • Stop • Space • Jump • Balance • Skip



All Hallows C of E primary School Physical Education Curriculum

			<ul style="list-style-type: none"> I play co-operatively, take turns and congratulate others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. 	
Y1	<p>Running: I know that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster.</p> <p>Balancing: I know that looking ahead will help me to balance. I know that landing on my feet helps me to balance.</p> <p>Jumping: I know that landing on the balls of my feet helps me to land with control.</p> <p>Hopping: I know that I should hop with a soft bent knee.</p> <p>Skipping: I know that I should use the opposite arm to leg when I skip. I know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>	<p>Running: explore changing direction and dodging. Discover how the body moves at different speeds.</p> <p>Balancing: move with some control and balance. Explore stability and landing safely.</p> <p>Jumping: demonstrate control in take-off and landing when jumping.</p> <p>Hopping: begin to explore hopping in different directions.</p> <p>Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p>	<ul style="list-style-type: none"> I can change direction when moving at speed. I can recognise changes in my body when I do exercise. I can run at different speeds. I can select my own actions in response to a task. I can show hopping and jumping movements. I can work co-operatively with others to complete tasks. I show balance and co-ordination when static and moving at a slow speed. 	<ul style="list-style-type: none"> Fast Hop Slow Direction Land Safely
Y2	<p>Running: I know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Balancing: I know that squeezing my muscles helps me to balance.</p> <p>Jumping: I know that swinging my arms forwards will help me to jump further.</p> <p>Hopping: I know that if I look straight ahead it will stop me falling over when I land.</p> <p>Skipping: I know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>	<p>Running: demonstrate balance when changing direction. Clearly show different speeds when running.</p> <p>Balancing: demonstrate balance when performing movements.</p> <p>Jumping: demonstrate jumping for distance, height and in different directions.</p> <p>Hopping: demonstrate hopping for distance, height and in different directions.</p> <p>Skipping: explore single and double bounce when jumping in a rope.</p>	<ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am beginning to turn and jump in an individual skipping rope. I can describe how my body feels during exercise. I can show balance when changing direction. I can show hopping, skipping and jumping movements with some balance and control. I can work co-operatively with a partner and a small group. I show balance and co-ordination when running at different speeds. 	<ul style="list-style-type: none"> Dodge Speed Jog Steady Sprint Hurdle
Y3	<p>Running: I understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration). Balancing: I know how balance helps us with everyday tasks. Jumping and hopping: I know that if I jump and land in quick succession, momentum will help me to jump further.</p> <p>Skipping: I know that I should turn the rope from my wrists with wide hands to create a gap to step through.</p>	<p>Running: change direction. Show an increase and decrease in speed.</p> <p>Balancing: demonstrate balance when performing other fundamental skills.</p> <p>Jumping and hopping: link jumping and hopping actions.</p> <p>Skipping: jump and turn a skipping rope.</p>	<ul style="list-style-type: none"> I am able to jump and turn a skipping rope. I can change direction quickly. I can identify when I was successful. I can link hopping and jumping actions. I demonstrate balance when performing other fundamental skills. I understand how the body moves differently at different speeds. I understand why it is important to warm up. 	<ul style="list-style-type: none"> Distance Technique Tension Coordination Control Rhythm Momentum Accelerate Decelerate



All Hallows C of E primary School Physical Education Curriculum

			<ul style="list-style-type: none"> I can change direction quickly under pressure. I can explain what happens when I exercise. I can identify when I was successful and what I need to do to improve. I can link hopping and jumping actions with other fundamental skills. I can work with others to complete skipping challenges. I demonstrate good balance and control when performing other fundamental skills. I understand and can demonstrate how and when to speed up and slow down when running. 	<ul style="list-style-type: none"> Pace Transfer Stability
Y4	<p>Running: I know that a change of direction and speed can help to get past or away from an opponent.</p> <p>Balancing: I know that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>Jumping and hopping: I know that swinging my non-hopping foot helps to create momentum.</p> <p>Skipping: I know that keeping my chest up helps me to stay balanced.</p>	<p>Running: change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.</p> <p>Balancing: demonstrate good balance and control when performing other fundamental skills.</p> <p>Jumping and hopping: link hopping and jumping actions with other fundamental skills.</p> <p>Skipping: consistently skip in a rope.</p>	<ul style="list-style-type: none"> Fundamental skills are applied to specific sports as pupils progress throughout KS2. Pupils are assessed on specific skills for the activity. 	<ul style="list-style-type: none"> Pupils recap fundamental vocabulary and apply it to specific sports with added technical vocabulary for their activity.
Y5	<p>Running: I know that to change direction, I push off my outside foot and turn my hips.</p> <p>Balancing: I know that balance is a skill used in many different activities and everyday life.</p> <p>Jumping and hopping: I know that there are different techniques for different situations.</p> <p>Skipping: I know that people will have varying levels of skipping ability and that I can get better with practice.</p>	<p>Running: demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation.</p> <p>Balancing: consistently demonstrate good balance when performing other fundamental skills.</p> <p>Jumping and hopping: demonstrate good technique and co-ordination when linking jumps.</p> <p>Skipping: show a range of skills when skipping in a rope.</p>	<ul style="list-style-type: none"> Fundamental skills are applied to specific sports as pupils progress throughout KS2. Pupils are assessed on specific skills for the activity. 	<ul style="list-style-type: none"> Pupils recap fundamental vocabulary and apply it to specific sports with added technical vocabulary for their activity.
Y6	<p>Running: I know that running develops stamina and speed and both can be improved by training over time.</p> <p>Balancing: I know that balance underpins many skills in PE and everyday life and this feels different in different situations.</p> <p>Jumping and hopping: I know when to jump for height or jump for distance in different activities and what to do to achieve this.</p> <p>Skipping: I know that skipping helps to develop co-ordination, stamina and balance.</p>	<p>Running: change direction with a fluent action. Transition smoothly between varying speeds.</p> <p>Balancing: show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Jumping and hopping: demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together.</p> <p>Skipping: consistently show a range of skills when skipping in a rope.</p>	<ul style="list-style-type: none"> Fundamental skills are applied to specific sports as pupils progress throughout KS2. Pupils are assessed on specific skills for the activity. 	<ul style="list-style-type: none"> Pupils recap fundamental vocabulary and apply it to specific sports with added technical vocabulary for their activity.



All Hallows C of E primary School Physical Education Curriculum

Team Building & OAA	Knowledge	Skills	Assessment Criteria	Vocabulary
<p>EYFS (Introduction to PE Unit 1 & 2)</p>	<p>Problem solving: I know how to make simple decisions in response to a task. Navigational skills: I know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. Communication: I know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'. Reflection: I know how to begin to identify when I am successful. Rules: I know that rules help us to stay safe.</p>	<p>Problem solving: explore activities where I have to make my own decisions. Navigational skills: explore moving in space and following a path. Communication: develop confidence in expressing myself.</p>	<ul style="list-style-type: none"> • I can explore movement skills. • I can make guided choices. • I follow instructions with support. • I am beginning to negotiate space safely. • I am beginning to demonstrate balance. • I am beginning to take turns with others. • I use movement skills with developing balance and co-ordination. • I can make independent choices. • I follow instructions involving several ideas or actions. • I can negotiate space safely with consideration for myself and others. • I can demonstrate balance. • I play co-operatively and take turns with others. • I can explore movement skills. • I can make guided choices. • I follow instructions with support. • I am beginning to negotiate space safely. • I am beginning to take turns with others. • I understand the rules of the game. 	<ul style="list-style-type: none"> • Share • Team • Listen • Travel • Follow • Safely
<p>Y1</p>	<p>Problem solving: I know that working collaboratively with others will help to solve challenges. Navigational skills: I know that deciding which way to go before starting will help me. Communication: I know that using short instructions will help my partner e.g. start/stop. Reflection: I know how to identify when I am successful and make basic observations about how to improve. Rules: I know that rules help us to play fairly.</p>	<p>Problem solving: suggest ideas in response to a task. Navigational skills: follow a path and lead others. Communication: communicate simple instructions and listen to others.</p>	<ul style="list-style-type: none"> • I can communicate simple instructions. • I can follow instructions. • I can follow path and lead others. • I can listen to others' ideas. • I can suggest ideas to solve tasks. • I can work with a partner and a small group. • I understand the rules of the game. • I use movement skills with developing balance and co-ordination. • I can make independent choices. • I follow instructions involving several ideas or actions. • I can negotiate space safely with consideration for myself and others. 	<ul style="list-style-type: none"> • Lead • Teamwork • Cooperate • Instructions • Solve



All Hallows C of E primary School Physical Education Curriculum

			<ul style="list-style-type: none"> • I play co-operatively and take turns with others. • I understand the rules and can explain why it is important to follow them. 	
Y2	<p>Problem solving: I know that listening to each other's ideas might give us an idea we hadn't thought of.</p> <p>Navigational skills: I know that the map tells us what to do.</p> <p>Communication: I know to use encouraging words when speaking to a partner or group to help them to trust me.</p> <p>Reflection: I know how to verbalise when I am successful and areas that I could improve.</p> <p>Rules: I know how to follow and apply simple rules.</p>	<p>Problem solving: begin to plan and apply strategies to overcome a challenge.</p> <p>Navigational skills: follow and create a simple diagram/map.</p> <p>Communication: work co-operatively with a partner and a small group.</p>	<ul style="list-style-type: none"> • I can follow instructions carefully. • I can say when I was successful at solving challenges. • I can share my ideas and help to solve tasks. • I can work co-operatively with a partner and a small group. • I show honesty and can play fairly. • I understand how to use, follow and create a simple diagram/map. 	<ul style="list-style-type: none"> • Support • Successful • Communicate • Map • Direction
Y3	<p>Problem solving: I know that trying ideas before deciding on a solution will help us to come up with the best idea.</p> <p>Navigational skills: I know to hold the map so that the items on the map match up to the items that have been placed out.</p> <p>Communication: I know to take turns when giving ideas and not to interrupt each other.</p> <p>Reflection: I know how to reflect on when and why I am successful at solving challenges.</p> <p>Rules: I know that using the rules honestly will help to keep myself and others safe.</p>	<p>Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.</p> <p>Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.</p> <p>Communication: follow and give instructions and accept other peoples' ideas.</p>	<ul style="list-style-type: none"> • I am developing map reading skills. • I can follow and give instructions. • I can listen to and am accepting of others' ideas. • I can plan and attempt to apply strategies to solve problems. • I can reflect on when and why I was successful at solving challenges and am beginning to understand why. • I can work collaboratively with a partner and a small group. 	<ul style="list-style-type: none"> • Rules • Navigate • Route • Grid • Discuss • Trust • Plan
Y4	Not taught in this year group.			
Y5	<p>Problem solving: I know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. I know how to recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.</p>	<p>Problem solving: plan independently and in small groups, implementing a strategy with increased success. Explore tactical planning within a team to overcome increasingly challenging tasks.</p> <p>Navigational skills: identify key symbols on a map and follow a route. Develop navigational skills and map reading in increasingly challenging tasks.</p>	<ul style="list-style-type: none"> • I can accurately follow and give instructions. • I can confidently communicate ideas and listen to others. • I can identify key symbols on a map and use a key to help navigate around a grid. • I can plan and apply strategies to solve problems. 	<ul style="list-style-type: none"> • Leader • Inclusive • Effectively • Orientate • Symbol • Collaborate • Collective



All Hallows C of E primary School Physical Education Curriculum

	<p>Navigational skills: I know how to use a key and use the cardinal points on a map to orientate it. I know how to use a key to identify objects and locations.</p> <p>Communication: I know that there are different types of communication and that I can communicate without talking. I know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>Reflection: I know that with increased accuracy, critically reflect on when and why I am successful at solving challenges. I know how to reflect on when I am successful at solving challenges and alter my methods in order to improve.</p> <p>Rules: I know the importance of working with integrity. I know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p>	<p>Communication: confidently communicate ideas and listen to others. Explore a variety of communication methods with increasing success.</p>	<ul style="list-style-type: none"> • I can reflect on when and why I was successful at solving challenges. • I can work collaboratively and effectively with a partner and a small group. • I am inclusive of others and can share job roles. • I can navigate around a course using a map. • I can orientate a map confidently. • I can reflect on when I was successful at solving challenges and alter my methods in order to improve. • I can use critical thinking to approach a task. • I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. 	<ul style="list-style-type: none"> • Tactical • Control card • Orienteering • Navigation
<p>Y6 <i>(residential)</i></p>	<p>Problem solving: understand that being able to solve problems is an important life skill.</p> <p>Navigational skills: understand why having good navigational skills are important.</p> <p>Communication: know that good communication skills are key to solving problems and working effectively as a team.</p> <p>Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve.</p> <p>Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules.</p>	<p>Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>Navigational skills: orientate a map efficiently to navigate around a course with multiple points.</p> <p>Communication: inclusively communicate with others, share job roles and lead when necessary.</p>	<ul style="list-style-type: none"> • I am inclusive of others, can share job roles and lead when necessary. • I can orientate a map efficiently to navigate around a course. • I can pool ideas within a group, selecting and applying the best method to solve a problem. • I can use critical thinking skills to form ideas and strategies to solve challenges. • I can work effectively with a partner and a group to solve challenges. • With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve. 	<ul style="list-style-type: none"> • Location • Boundaries • Critical thinking • Cooperatively • Strategy

The following table considers the expectations set out by Physical Development in the Early-Years Statutory Framework: Educational Programme and the end of KS1 and KS2 National Curriculum expectations. The skills in the table below are taken from the All Hallows Knowledge progression grid document. These skills have been further highlighted to ensure children are learning and retaining the relevant skills to meet the end of KS2 expectations.



All Hallows C of E primary School Physical Education Curriculum

Strand	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Fundamental Movement Skills (through fundamentals, fitness and athletics)	<ul style="list-style-type: none"> . I can run and stop with some control. . I can explore moving different body parts together. . I can throw larger balls and beanbags into a space. . I can balance whilst stationary and on the move. 	<ul style="list-style-type: none"> . I can run at different speeds and begin to link running and jumping movements with some control and balance. . I can throw towards a target. 	<ul style="list-style-type: none"> . I can show balance and coordination when running at different speeds and jumping/hopping movements using different take offs and landings. . I can change technique to throw for distance. 	<ul style="list-style-type: none"> . I can show balance, coordination and technique when running at different speeds, stopping with control. . I can jump for distance and height with awareness of technique and link it with running and hopping actions. . I can throw a variety of objects changing action for accuracy and distance. 	<ul style="list-style-type: none"> . I can demonstrate how and when to speed up and slow down when running. . I can link hopping and jumping actions with some control. . I can throw with some accuracy and power towards a target. 	<ul style="list-style-type: none"> . I can run at the appropriate speed over longer distances or for longer periods of time. . I can show control at take-off and landing in more complex jumping activities showing technique. . I can show accuracy and power when throwing for distance. 	<ul style="list-style-type: none"> . I can demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. . I can link running, jumping and hopping with greater control, coordination height and distance. . I can show accuracy and good technique when throwing for distance.
Body Management (through yoga and gymnastics)	<ul style="list-style-type: none"> . I can create shapes showing a basic level of stillness using different parts of my body. . I can begin to take weight on different body parts. 	<ul style="list-style-type: none"> . I can perform balances making my body tense, stretched and curled. . I can demonstrate poses and movements that challenge my flexibility. 	<ul style="list-style-type: none"> . I can perform balances on different body parts with some control and balance. . I can show increased awareness of extension and flexibility in actions. 	<ul style="list-style-type: none"> . I can complete balances with increasing stability, control and technique. . I can demonstrate some strength and control when taking weight on different body parts for longer periods of time. . I can demonstrate increased flexibility and extension in my actions. 	<ul style="list-style-type: none"> . I can use body tension to person balances both individually and with a partner. . I can demonstrate increasing strength, control and technique when taking own and others weight. . I can demonstrate increased flexibility and extension in more challenging actions. 	<ul style="list-style-type: none"> . I can show increasing control and balance when moving from the one balance to another. . I can use strength to improve the quality of an action and the range of actions available. . I can use flexibility to improve the quality of the actions I perform as well as the actions I choose to link them. 	<ul style="list-style-type: none"> . I can combine and perform more complex balances with control, technique and fluency. . I can demonstrate more complex actions and extension with a good level of strength and technique.



All Hallows C of E primary School Physical Education Curriculum

<p>Games (through invasion, target, net and wall, striking and fielding games)</p>	<ul style="list-style-type: none"> . I can drop and catch with two hands. . I can move a ball with feet. . I can attempt to stop a large ball sent to me using feet or hands. . I can move around showing limited awareness of others. 	<ul style="list-style-type: none"> . I can drop and catch a ball after one bounce on the move. . I can catch a beanbag and a medium size ball. . I can throw and roll towards a target with varying techniques. . I can begin to use simple tactics with guidance 	<ul style="list-style-type: none"> . I can throw and roll towards a target using varying techniques with some success. . I can catch an object passed to me, with and without a bounce. . I can use simple tactics. 	<ul style="list-style-type: none"> . I can use a variety of throwing techniques in game situations. . I can catch a ball passed to me using one and two hands with some success. . I can use simple tactics individually and within a team. 	<ul style="list-style-type: none"> . I can use a variety of throwing techniques with increasing success in game situations. . I can catch a ball passed to me using one and two hands with increasing success. . I can use simple tactics to help my team score or gain possession. 	<ul style="list-style-type: none"> . I can use a variety of throwing techniques with some control under increasing pressure. . I can catch and intercept a ball using one and two hands with some success in game situations. . I can understand the need for tactics and identify when to use them in different situations. 	<ul style="list-style-type: none"> . I can use a variety of throwing techniques including fakes passes to outwit an opponent. . I can catch and intercept a ball using one and two hands with increasing success in game situations. . I can work collaboratively to create tactics within my team and evaluate the effectiveness of these.
<p>Dance</p>	<ul style="list-style-type: none"> . I can copy basic body actions and rhythms. 	<ul style="list-style-type: none"> . I can copy, remember and repeat actions. . I can begin to use counts. 	<ul style="list-style-type: none"> . I can copy, remember and repeat a series of actions. . I can use counts with help to stay in time with the music. 	<ul style="list-style-type: none"> . I can copy, remember and perform a dance phrase. . I can use counts to keep in time with a partner and group. 	<ul style="list-style-type: none"> . I can copy, remember and adapt set choreography. . I can use counts when choreographing short phrases. 	<ul style="list-style-type: none"> . I can accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. . I can use counts accurately when choreographing to perform in time with the others and the music. 	<ul style="list-style-type: none"> . I can perform dances confidently and fluently with accuracy and good timing. . I can use counts when choreographing and performing to improve the quality of work.
<p>OAA</p>	<ul style="list-style-type: none"> . I can follow simple instructions. . I can begin to identify personal success. 	<ul style="list-style-type: none"> . I can follow instructions. . I can begin to work with a partner and a small group. 	<ul style="list-style-type: none"> . I can follow instructions accurately. . I can work cooperatively with a partner and a small 	<ul style="list-style-type: none"> . I can follow instructions from a peer and give simple instructions. . I can work collaboratively with a 	<ul style="list-style-type: none"> . I can accurately follow instructions given by a peer and give clear and useable instructions to a peer. 	<ul style="list-style-type: none"> . I can use clear communication when working in a group and taking on different roles. 	<ul style="list-style-type: none"> . I can communicate with others clearly and effectively when under pressure. . I can be confident to lead others and show



All Hallows C of E primary School Physical Education Curriculum

		<ul style="list-style-type: none"> . I can understand the rules of the game and suggest ideas to solve simple tasks. 	<ul style="list-style-type: none"> group taking turns and listening to each other. . I can try different ideas to solve a task. 	<ul style="list-style-type: none"> partner and a small group, listening to and accepting others' ideas. . I can plan and attempt to apply strategies to solve problems. 	<ul style="list-style-type: none"> . I can confidently communicate ideas and listen to others before deciding on the best approach. . I can plan and apply strategies to solve a problem. 	<ul style="list-style-type: none"> . I can begin to lead others, providing clear instructions. . I can plan and apply strategies with others to more complex challenges. 	<ul style="list-style-type: none"> consideration of including all within a group. . I can use critical thinking skills to form ideas and strategies selecting and applying the best methods to solve a problem.
Swimming (Taught Year 4 end of KS2 expectations)	<ul style="list-style-type: none"> . 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. 						

Teachers use continuous assessment to identify and assess gaps during teaching. Assessments are completed per topic, per half term for EYFS – Y6 to show children's progress and attainment within the PE topics. Data is passed onto the PE lead who use it to inform their action planning.