

Level Expected at the End of EYFS We have selected the Early Learning Goal that links most closely to the Physical Education National Curriculum. (Gross motor)

- 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.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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.
Swimming and Water Safety (End of KS2)	
<p>In particular, 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. 	

Core skills	Motor Competence	Rules, Strategy and Tactics	Healthy Participation
EYFS	<ul style="list-style-type: none"> Explore and perform a range of simple locomotor movements with developing control and coordination. Manipulate parts of the body with developing control, beginning to demonstrate awareness of self and others. Demonstrate developing control and stability when performing simple balances and movements. Develop coordination of body and equipment to manipulate objects with developing control and accuracy. Link and apply fundamental movement skills in a range of physical activities. 	<ul style="list-style-type: none"> Follow simple rules and instructions to participate in games and physical activities. Work towards a desired outcome or goal in simple games and physical activities. Create and follow simple movement sequences. Use elements of dance fundamentals in isolation to communicate simple ideas, thoughts or feelings through spontaneous movement. Demonstrate imagination and discuss their own thoughts and ideas in physical activities. 	<ul style="list-style-type: none"> Participate in PE lessons, beginning to regulate their own emotions and demonstrate an understanding of how to keep themselves, and others, safe in physical activities. Begin to reflect on physical activities that they have participated in and celebrate their own and others' achievements. Begin to understand the short-term effects of physical activity on the mind and body Work alongside and cooperatively with others in physical activities
ELG	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Demonstrate strength, balance and coordination when playing 	<ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Year 1	<ul style="list-style-type: none"> Explore, refine and perform a range of simple locomotor movements with increasing control and coordination. Manipulate parts of the body with increasing control and purpose, demonstrating awareness of self and others. Demonstrate increasing control and stability when performing simple balances and movements. Develop coordination of body and equipment to manipulate objects with increasing control and accuracy Link and apply fundamental movement skills in a range of physical activities with developing fluency. 	<ul style="list-style-type: none"> Follow and respond to simple changes in rules to participate in games and physical activities. Make simple strategic decisions in group games and physical activities. Create, follow and adapt movement sequences. Begin to demonstrate understanding of the elements of dance fundamentals in isolation to communicate simple ideas, thoughts or feelings through planned movement. Demonstrate creativity in making simple decisions and to support performance in physical activities. 	<ul style="list-style-type: none"> Actively participate in PE lessons, regulating their own emotions to consistently follow rules, routines and expectations. Reflect on their own and others' strengths and begin to identify areas for improvement in physical activities. Have an increased understanding of the short-term effects of physical activity on the mind and body. Develop cooperative skills in paired and group physical activities, communicating respectfully with each other.
Year 2	<ul style="list-style-type: none"> Demonstrate control and coordination when performing simple locomotor movements. Intentionally manipulate and control body movements to achieve a desired outcome, beginning to demonstrate awareness of position, flexibility and tension. Consistently demonstrate control and stability when performing simple balances and movements. Demonstrate coordination of body and equipment to manipulate objects with control and accuracy Link and apply fundamental movement skills with increasing fluency and begin to combine these skills in physical activities. 	<ul style="list-style-type: none"> Understand and explain why rules are needed and consistently follow and apply them in games and physical activities. Begin to understand the importance of, and how to apply, simple strategies and tactics in games and physical activities. Create, follow and adapt movement sequences using a repertoire of movements. Demonstrate elements of the dance fundamentals both combined and in isolation to communicate simple ideas, thoughts or feelings through planned movement. Demonstrate creativity and innovation to make simple decisions and to support performance in physical activities. 	<ul style="list-style-type: none"> Regulate their own emotions successfully in order to persevere when faced with challenging situations in physical activities. Reflect on their own and others' strengths and areas for improvement in physical activities and understand that feedback helps to refine and improve performance. Understand and explain the short term effects of physical activity on the mind and body. Work cooperatively in paired, group and team activities, demonstrating clearer communication skills and improved listening.

National Curriculum Links	Key Stage One expectations: <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities 	Key Stage One expectations: <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns. 	Key Stage One expectations: <ul style="list-style-type: none"> lead healthy, active lives. engage in competitive sports and activities
Year 3	<ul style="list-style-type: none"> Demonstrate consistent control and coordination when performing simple locomotor movements and begin to develop specialised locomotor movement skills. Intentionally manipulate and control body movements to achieve a desired outcome, demonstrating awareness of position, flexibility and tension Demonstrate control, stability and developing agility when performing increasingly complex balances and movements. Demonstrate coordination of body and equipment to perform fundamental manipulative skills with control and accuracy and begin to develop specialised manipulative skills. Combine, link and apply fundamental movement skills with fluency and apply these skills in physical activities. 	<ul style="list-style-type: none"> Follow, understand and apply increasingly complex rules in a range of games and physical activities, and explain how rules impact the game. Understand the importance of and apply simple strategies and tactics in games and physical activities. Create and adapt movement sequences, beginning to link these to create simple routines. Demonstrate awareness of combining the elements of dance fundamentals in response to stimuli, or changes in stimuli, as well as to communicate more complex ideas, thoughts or feelings. Demonstrate creativity and innovation to make simple decisions and to support performance in physical activities, beginning to think critically to refine and improve these. 	<ul style="list-style-type: none"> Develop perseverance when faced with challenging situations and begin to cope appropriately with the outcome of competitive situations. Respond to feedback and use reflections to refine and improve performance, beginning to give constructive feedback to others. Develop awareness and understanding of the long term effects of physical activity and the role that this plays in supporting overall health and well being. Identify and use effective communication skills to begin to work collaboratively with others in a group or team activity when working towards a common goal.
Year 4	<ul style="list-style-type: none"> Perform a range of increasingly complex and specialised locomotor movements with developing control and precision Incorporate controlled movement, flexibility, strength and body tension into a wide variety of physical activities, beginning to demonstrate an understanding of quality and form. Demonstrate control, stability and increasing agility when performing balances and movements in a variety of physical activities. Perform specialised manipulative skills with increased control, accuracy and fluency, demonstrating knowledge of correct techniques. Combine, link and apply a developing repertoire of fundamental and specialised movement skills with increasing fluency in a range of familiar situations in physical activities. 	<ul style="list-style-type: none"> Follow, understand, apply and adapt complex rules and begin to self-manage games and physical activities. Demonstrate increased tactical and strategic understanding in individual and team activities, beginning to apply strategies and tactics appropriately and reflect on their effectiveness. Create, adapt and link movement sequences to create increasingly complex routines. Demonstrate combining and adapting elements of dance fundamentals in a range of complex ways to create responses to stimuli or changes in stimuli, as well as to communicate more complex ideas, thoughts or feelings. Demonstrate creativity, innovation and critical thinking to support decision making and performance in physical activities. 	<ul style="list-style-type: none"> Demonstrate resilience in a range of situations, responding appropriately to the outcome of competitive situations. Respond appropriately to feedback and personal reflections to refine and improve performance and set simple targets for progression and give constructive feedback to others. Understand and explain the long term effects of physical activity and the role that this plays in supporting overall health and wellbeing. Work collaboratively as part of a group or team, using clear communication skills during activities to aid performance, solve problems or begin to make collective decisions when working towards a common goal.
Year 5	<ul style="list-style-type: none"> Perform a range of increasingly complex and specialised locomotor movements with consistent control and precision. Incorporate controlled movement, flexibility, strength and body tension into a wide variety of physical activities, demonstrating an understanding of quality and form. Demonstrate control, stability and agility when performing balances and movements in a variety of physical activities. Perform specialised manipulative skills with control, accuracy and fluency, demonstrating knowledge of correct techniques and when to apply them. Combine, link and apply an increasing repertoire of specialised movement skills fluently, beginning to transfer these skills into a range of unfamiliar situations in physical activities. 	<ul style="list-style-type: none"> Follow, understand, apply and adapt complex rules, and self-manage a range of games and physical activities. Appropriately apply strategies and tactics in individual and team activities, reflecting on their effectiveness to suggest and implement adjustments. Create and adapt movement sequences and routines by appropriately selecting and linking movements with increasing fluidity. Demonstrate using unique and creative approaches to varying and combining elements of dance fundamentals to express a range of stimuli, ideas, thoughts, feelings and narratives. Demonstrate creativity, innovation and critical thinking to support and justify decision making and performance in physical activities. 	<ul style="list-style-type: none"> Successfully regulate their own emotions in a range of situations, responding appropriately to outcomes of competitive situations and demonstrating perseverance. Give and respond to feedback appropriately to refine performance and set simple targets for progression, in independent, group and team activities. Understand and explain the importance of lifelong, active lifestyles and how this contributes to overall health and wellbeing. Work cohesively and collaboratively as part of a group or team, using effective verbal and non-verbal communication skills to aid performance, solve problems or make collective decisions. Begin to apply these skills more consistently within competitive games.

Year 6	<ul style="list-style-type: none"> Consistently demonstrate mastery, control and precision when performing a range of complex and specialised locomotor movements. Consistently demonstrate mastery of flexibility, strength and body tension to perform controlled, intricate and correctly formed movements in a range of physical activities. Demonstrate mastery of balance and agility when performing complex balances and movements in a range of physical activities. Perform specialised manipulative skills, with mastery of control, accuracy and fluency, demonstrating knowledge of correct technique, applying them consistently and appropriately. Consistently combine, link and apply a broad repertoire of specialised movement skills fluently, transferring these skills into a range of familiar and unfamiliar situations in physical activities. 	<ul style="list-style-type: none"> Demonstrate a strong understanding of complex rules by applying them confidently, honestly and fairly when participating in and self-managing a range of physical activities. Appropriately apply strategies and tactics in gameplay situations, demonstrating leadership skills in making decisions and using reflections to make effective adjustments in individual and team activities. Create and adapt increasingly complex movement sequences and routines by appropriately selecting and linking movements explaining the reasoning for their creative choices. Demonstrate the ability to confidently and appropriately combine, vary and adapt different elements of the dance fundamentals to suit various stimuli, audiences and purposes, and express a range of ideas, thoughts, feelings and narratives. Demonstrate creativity, innovation and critical thinking to support and justify with clear reasoning, decision making and performance in physical activities. 	<ul style="list-style-type: none"> Consistently demonstrate the ability to successfully regulate emotions, including in competitive situations and when faced with challenges. Assess their own, and others', performance against set criteria, giving and responding to constructive feedback, to refine performance and set targets for progression for themselves, their team or group and others. Understand and explain the importance of, and how to lead a lifelong, active lifestyle and give examples of activities and choices that can help to achieve this. Work cohesively and collaboratively as part of a group or team, using effective verbal and non-verbal communication skills to solve problems and make collective decisions that aid performance during competitive games. Demonstrate leadership skills when necessary, communicating in a positive, respectful way towards others.
national curriculum	Key Stage Two expectations: <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	Key Stage Two expectations: <ul style="list-style-type: none"> 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. 	Key Stage Two expectations <ul style="list-style-type: none"> 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 Take part in outdoor and adventurous activity challenges both individually and within a team.