

## Core Principles Skills Development for PE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Basic Movement</b>	Develop fundamental fine motor movement skills (including pinching, squeezing, writing).	Develop fundamental movement skills (including running, jumping, throwing, and catching).  Perform a run and jump sequence.	Develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching).	Run smoothly at different speeds.  Choose different styles of running of different distances.  Pace and sustain their effort over longer distances.	Sustain pace over longer distance.  Explore different styles of throwing, e.g. pulling, pushing and slinging.  Throw with greater control.	Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin & shot put.  Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others.	Demonstrate a range of jumps showing power and control and consistency at both take-off and landing.  Develop the technique for the standing vertical jump.
	Develop fundamental gross motor movement skills (including running, jumping, throwing).	Improve techniques and perform for longer periods of time.  Understand the heart is a muscle that grows stronger with exercise and physical activity.	Develop basic strength and flexibility.  Run with a good technique at different speeds.	Perform combinations of jumps e.g. hop, step, jump showing control and consistency.  Use one and two feet to take off and to land with.  Develop an effective take-off for the standing long jump.	Consistently hit a target with a range of implements.  Confidently demonstrate an improved technique for sprinting.	Begin to combine running with jumping over hurdles.  Focus on trailing leg and lead leg action when running over hurdles.	Maintain control at each of the different stages of the triple jump.  Land safely and with control.  Develop and improve their techniques for jumping for height and distance and support others in improving their performance.
	Develop basic strength and flexibility. Copy and perform basic movements.		Perform a two-footed jump.	Develop an effective flight phase for the standing long jump. Land safely and with control.  Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish.	Carry out an effective sprint finish.  Speed up and slow down smoothly.  Learn how to combine a hop, step and jump to perform the standing triple jump.	Understand the importance of adjusting running pace to suit the distance being run.  Confidently demonstrate an improved technique for sprinting.	Perform and apply different types of jumps in other contexts  Recap, practise and refine an effective sprinting technique, including reaction time.
				Vary their pace and speed when running.  Run with a basic technique over different distances.  Show good posture and balance. Jog in a straight line.  Change direction when jogging.	Land safely and with control.  Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.  Begin to measure the distance jumped.	Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique.  Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.  Land safely and with control	Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.  Accelerate to pass other competitors. Work as a team to competitively perform a relay.  Confidently and independently select the most appropriate pace for different distances and different parts of the run.
							Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.

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<b>Agility and coordination</b>	<p>Dress and undress themselves.</p> <p>Demonstrate spatial awareness.</p>	<p>Develop an under and over arm throwing action.</p> <p>Develop basic strength and flexibility.</p> <p>Describe the differences in the way their body works and feels when playing different games.</p>	<p>Perform basic gymnastic actions with control and co-ordination.</p> <p>Show a good throwing technique and extend accuracy and distance.</p> <p>Show good awareness of space and the actions of others.</p> <p>Develop competence.</p> <p>Develop confidence.</p>	<p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements.</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p>	<p>Links skills with control, technique, coordination and fluency.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, coordination and fluency.</p>	<p>Performs difficult actions, with an emphasis on extension, balance, control and clear body shape and changes in direction.</p> <p>Continues to develop strength, technique and flexibility throughout performances. Links skills with control, technique, coordination and fluency.</p>
<b>Control and Balance</b>	<p>Control fundamental movement skills, stopping and starting on command, walking and running safely.</p>	<p>Maintain stillness on different bases of support with different body shapes.</p> <p>Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required.</p>	<p>Explore, copy and repeat simple skills and actions.</p> <p>Remember and repeat simple sequences in dance or gym.</p> <p>Make simple moves with increasing control and co-ordination.</p>	<p>Beginning to show flexibility in movements.</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p>	<p>Links skills with control, technique, coordination and fluency.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, coordination and fluency.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape, control, balance and changes in direction.</p> <p>Maintains strength, technique and flexibility throughout performances.</p>

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<b>Competitive and Team Games</b>	<p>Enjoy group participation and interaction with others.</p> <p>Develop confidence and resilience.</p> <p>Compete in simple games fairly.</p>	<p>Play simple ball games involving kicking, catching or throwing.</p> <p>Develop simple tactics for attacking and defending and ways to score.</p> <p>Describe some basic rules.</p> <p>Develop ways to score.</p> <p>Develop confidence and resilience.</p> <p>Compete fairly showing good sportsmanship.</p>	<p>Compete in small sided games fairly, showing good attitude.</p> <p>Begin to understand the concepts of game, opponent and team mate.</p> <p>Use a variety of simple tactics in a small sided game.</p> <p>Describe some basic rules.</p> <p>Begin to watch others and focus on specific actions to improve own skills.</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with coordination and control.</p> <p>Develops own rules for new games.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together, dribbling, bouncing, and kicking.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a good understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support the creation of new games.</p>	<p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>Apply strong core skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively e.g. dribbling, bouncing.</p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Apply consistently strong core skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>

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<b>Movement patterns</b>	<p>Enjoy movement.</p> <p>Move creatively using whole body, dancing, posing, and balancing.</p>	<p>Link and repeat basic actions to copy and perform a movement phase with a beginning, middle and end.</p> <p>Show good awareness of space and the actions of others. Watch, describe and comment on what they have seen.</p>	<p>Copy and remember actions in a sequence.</p> <p>Begin to move with increasing control and care.</p> <p>Make a short dance sequence by putting some movements together.</p> <p>Begin to use rhythm in dance.</p> <p>Start to link skills and actions within simple games.</p>	<p>Remember and repeat simple dance phrases.</p> <p>Perform dances using simple movement patterns. Learn basic movements relating to feelings.</p> <p>Show that they have a clear starting and finishing position.</p> <p>Respond to different music showing a range of emotions.</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p>	<p>Respond to different music showing a range of emotions.</p> <p>Perform dance movements and more complex routines using movement patterns.</p> <p>Remember and repeat dance phrases.</p> <p>Explore movement ideas and respond imaginatively to a range of stimuli.</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p>	<p>Explore movement ideas and respond imaginatively to a range of stimuli.</p> <p>Move confidently and safely in their own general space using changes of speed level and direction.</p> <p>Compose and link movements to make beginnings, middles and ends.</p> <p>Perform movement phrases using a range of body actions and body parts.</p> <p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Perform own longer, more complex sequences in time to music.</p>	<p>Explore, remember, repeat and link a range of actions with coordination, control.</p> <p>Explore the change of rhythm, speed, level and direction.</p> <p>Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.</p> <p>Link actions to create a complex sequence using a full range of movements.</p> <p>Perform the sequence in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>

	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Swimming</b>	<p>Put face into water and blow bubbles.</p> <p>Move in the water with aid.</p>	<p>Put face into water and blow bubbles.</p> <p>Move in the water with aid.</p> <p>Begin to develop simple swimming actions.</p> <p>Begin to develop simple swimming actions.</p> <p>Swim a width of our school pool with an aid/adult aid.</p>	<p>Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds.</p> <p>Use three different strokes, swimming on their front and back with controlled breathing swim confidently and fluently on the surface and under water</p> <p>Work well in groups to solve specific problems and challenges, sharing out the work fairly.</p> <p>Recognise how swimming affects their body, and pace their efforts to meet different challenges.</p> <p>Suggest activities and practices to help improve their own performance.</p> <p>Take part in Swimming Gala representing house group as individual and team relays</p>	<p>Time, distance &amp; challenges related to speed in the water.</p> <p>Evaluating, explaining and describing swimming activities; evaluation is highlighted as an appropriate activity in each year group.</p> <p>Investigating propulsion with arms and legs, exploring forces.</p> <p>Pupils will be able to understand use and describe correctly words relating to the activities e.g. starts, turns, crawl, tread water, water polo etc.</p> <p>Finding out why swimming is good for your health.</p> <p>Take part in Swimming Gala representing house group as individual and team relays.</p>
		<p><b><u>Gifted &amp; Talented</u></b></p> <ul style="list-style-type: none"> <li>• Challenges and targets for personal stroke development</li> <li>• Time, distance &amp; challenges related to speed in the water</li> <li>• Pupils will be able to understand use and describe correctly words relating to the activities e.g. starts, turns, crawl, tread water, water polo etc.</li> <li>• Understand the forces and propulsion relating to sculling &amp; stroke techniques</li> <li>• Solve problems, consider alternatives, structure plans and organise group activities</li> <li>• Take part in Swimming Gala representing house group as individual and team relays</li> <li>• Practice water safety &amp; understand what to do in an emergency in or by the water</li> </ul>		