



National	Sub	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum	Strand							
Health and		Understanding	To describe how	To describe how	Understand what	I can describe	I can describe	I can explain how
Fitness		the body and	the body feels	the body feels	happens to the	how and why my	the basic fitness	individuals need
		the difference	when exercising	when exercising	body when	body changes	components and	different types and
		when standing	and when	and when	moving. Why do	during and after	explain how	levels of fitness to be
		still to exercising	standing still.	standing still.	we get tired?	exercise. I can	often and how	more effective in their
						explain why we	long I should	activity/role/event.
			Understanding of	Why it's important	To describe what	need to warm up	exercise to be	
			the human body.	to exercise	happens to the	and cool down.	healthy.	I can plan and follow
				regularly.	body when			my own basic fitness
					exercising and		I can record and	programme.
					standing still.		monitor how	
							hard I am	
							working.	

Dance	Real PE	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Format	Can create	Can create	Confidently create	Beginning to	Confidently	Beginning to	Exaggerate dance
		shapes and	shapes and	shapes and circles	improvise	improvises with a	exaggerate	movements and
	Real	circles using my	circles using my	using my body.	independently to	partner or on	dance	motifs (using
	Dance	body copies and	body in a		create a simple	their own.	movements and	expression when
		explores basic	controlled way.	I can balance and	dance.		motifs (using	moving)
		movement		travel between		Beginning to	expression when	Performs with
		patterns.	I can balance and	shapes. Turn	Beginning to	create longer	moving)	confidence, using a
			travel between	forwards and	improvise with a	dance sequences	Demonstrates	range of movement
		I can balance and	shapes. Turn	backwards.	partner to create	in a larger group.	strong	patterns.
		travel between	forwards and		a simple dance.		movements	
		shapes.	backwards.	Move to music and		Demonstrating	throughout a	Demonstrates a
				express how I feel.	Translates ideas	precision and	dance sequence.	strong imagination
		Move to music	Move to music	Use the music to	into movement,	some control in		when creating own
		and remember	and express how	create different	identifying and	response to	Combines	dance sequences and
		basic sequences.	I feel.	body patterns and		stimuli.	flexibility,	motifs.





PHISICA	AL EDUCATION	V					
		Understand	can adapt to speed	moving into		techniques and	
		changes in speed	changes.	space.	Beginning to vary	movements to	Demonstrates strong
		Create simple			dynamics and	create a fluent	movements
		balances and	Create simple	Beginning to	develop actions	sequence.	throughout a dance
		movements with	balances and	compare and	and motifs.		sequence.
		a partner.	movements with a	adapt		Moves	Combines flexibility,
			partner. Use	movements to	Demonstrates	appropriately	techniques and
			counterbalance to	create a larger	rhythm and	and with the	movements to create
			create more	sequence.	spatial	required style in	a fluent sequence.
			complex routines.		awareness.	relation to the	
				Uses simple		stimulus.	Moves appropriately
				dance vocabulary	Modifies parts of		and with the required
				to compare and	a sequence as a	Beginning to	style in relation to the
				improve work.	result of self-	show a change	stimulus.
					evaluation.	of pace and	
						timing in their	Beginning to show a
					Uses simple	movements.	change of pace and
					dance vocabulary	Uses the space	timing in their
					to compare and	provided to his	movements.
					improve work.	maximum	
						potential.	Is able to move to the
							beat accurately in
						Improvises with	dance sequences.
						confidence, still	
						demonstrating	Dances with fluency,
						fluency across	linking all movements
						their sequence.	and ensuring they
							flow.
						Modifies parts	
						of a sequence as	Demonstrates
						a result of self	consistent precision
						and peer	when performing
						evaluation.	dance sequences.





			Modifies parts of a sequence as a result of self and peer evaluation.  Uses more complex dance vocabulary to compare and improve work.
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Gymnastics	Real PE	Rec	Year 1	Year 2	Year 3	Year 4	Yeah 5	Yeah 6
	Format	Understand	Explores and	Copies, explores	Applies	Links skills with	Select and	Plan and perform
		fundamental	creates different	and remembers a	compositional	control,	combine their	with precision,
	Real	movements,	pathways and	variety of	ideas	technique,	skills,	control and fluency, a
	Gym	flights, rotation,	patterns.	movements and	independently	coordination and	techniques and	movement sequence
		shapes, balance		uses these to	and with others	fluency.	ideas.	showing a wide range
		and travel.	Uses equipment	create their own	to create a			of actions including
			in a variety of	sequence.	sequence.	Understands	Apply combined	variations in speed,
		Copies and	ways to create a			composition by	skills accurately	levels and directions.
		explores basic	sequence. Hand	Describe their own	Evaluate their	performing more	and	
		movements with	apparatus, low	work using simple	own work to	complex	appropriately,	Performs difficult
		some control and	and high	gym vocabulary.	understand what	sequences.	consistently	actions, with an
		coordination.	apparatus.		improvements		showing	emphasis on
				Noticing	they can make to	Beginning to use	precision,	extension, clear body
		Can perform	Link movements	similarities and	simple routines.	gym vocabulary	control and	shape and changes in
		different body	together to	differences		to describe how	fluency.	direction.
		shapes.	create a	between	Show good	to improve and		Adapts sequences to
			sequence of 3 +	sequences.	strength, control	refine	Draw on what	include a partner or a
		Can link 2-3	movements.		and balance	performances.	they know	small group.
		simple		Uses turns whilst	whilst linking		about strategy,	
		movements		travelling in a	movements.	Develops	tactics and	Gradually increases
				variety of ways.		strength,	composition	the length of





PHYSICAL EDUCATION					
		Understand	technique and	when	sequence work with a
	Beginning to show	points and	flexibility	performing and	partner to make up a
	flexibility in	patches and	throughout	evaluating.	short sequence using
	movements.	mirror and	performances.		the floor, mats and
		matches and		Analyse and	apparatus, showing
	Show good body	using it in a	Creates	comment on	consistency, fluency
	control when	routine.	sequences using	skills and	and clarity of
	travelling,		various body	techniques and	movement.
	balancing, rotating,	Beginning to	shapes and	how these are	
	jumping and	develop good	equipment.	applied in their	Draw on what they
	performing shapes.	technique when		own and others'	know about strategy,
		travelling,	Combines	work.	tactics and
		balancing,	equipment with		composition when
		rotating, jumping	movement to	Uses more	performing and
		and performing	create	complex gym	evaluating.
		shapes.	sequences.	vocabulary to	
				describe how to	Analyse and
				improve and	comment on skills and
				refine	techniques and how
				performances.	these are applied in
					their own and others'
				Develops	work.
				strength,	
				technique and	Uses more complex
				flexibility	gym vocabulary to
				throughout	describe how to
				performances.	improve and refine
					performances.
				Link skills with	
				control adding	Develops strength,
				elements such	technique and
				as mirrors and	flexibility throughout
				matches to	performances.
				routines.	





				Can add a variety of
			Can use more	different elements to
			complex	their routine
			counterbalances	exploring more
			as part of their	complex movements.
			routine.	
				Can use a partner to
				increase difficulty of
				balance, rotations,
				shapes and flights.

Games	Real PE	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Format.	Can travel in a	Can travel in a	Confident to send	Understand	Vary skills, actions	Vary skills,	Vary skills, actions
		variety of ways	variety of ways	the ball to others in	tactics and	and ideas and link	actions and	and ideas and link
	Real PE	trying to find	including	a range of ways.	composition by	these in ways that	ideas and link	these in ways that
		space.	running and		starting to vary	suit the activity of	these in ways	suit the activity of the
	Striking and	Complete simple	jumping.	Beginning to apply	how they	the game.	that suit the	game.
	hitting	balance and		and combine a	respond.		activity of the	
		coordination	Beginning to	variety of skills (to		Shows confidence	game.	Shows confidence in
	Throwing	movements.	perform a range	a game situation)	Vary skills,	in using ball skills		using ball skills in
	and		of throws.	Develop strong	actions and ideas	in various ways	Shows	various ways and can
	catching	Beginning to		spatial awareness.	and link these in	and can link these	confidence in	link these together
	Travelling	perform a range	Receives a ball		ways that suit	together.	using ball skills	effectively.
	with and	of throws. Learn	with basic	Beginning to	the activity of		in various ways	
	passing a	how to hold	control	develop own	the game.	Uses skills with	and can link	Keeps possession of
	ball.	hands to receive	Beginning to	games with peers.		coordination,	these together.	balls during games
		a ball.	develop hand-		Beginning to	control and		situations.
	Possession		eye	Understand the	communicate	fluency.	Uses skills with	
		Participates in	coordination.	importance of rules	with others		coordination,	Consistently uses
		simple games.		in games.	during game	Takes part in	control and	skills with
			Participates in		situations.	competitive	fluency.	coordination, control
		Can stay on task	simple games.	Develop simple		games with a		and fluency.
		and keep trying.		tactics and use		strong		





TITISICAL EDUCATION			•		
	them	Uses skills with	understanding of	Takes part in	Takes part in
	appropriately.	co- ordination	tactics and	competitive	competitive games
		and control.	composition.	games with a	with a strong
	Beginning to			strong	understanding of
	develop an	Develops own	Can create their	understanding	tactics and
	understanding of	rules for new	own games using	of tactics and	composition.
	attacking/	games.	knowledge and	composition.	
	defending		skills.		Can create their own
		Makes		Can create their	games using
		imaginative	Works well in a	own games	knowledge and skills.
		pathways using	group to develop	using knowledge	
		the equipment.	various games.	and skills.	Modifies competitive
					games.
		Works well in a	Compare and	Can make	
		group to develop	comment on skills	suggestions as	Compares and
		various games.	to support the	to what	comments on skills to
			creation of new	resources can be	support the creation
		Beginning to	games.	used to	of new games.
		understand how		differentiate a	
		to compete in a	Can make	game.	Can make
		controlled	suggestions as to		suggestions as to
		manner.	what resources	Apply basic skills	what resources can
			can be used to	for attacking	be used to
		Beginning to	differentiate a	and defending.	differentiate a game.
		select resources	game.		
		independently to		Uses running,	Apply knowledge of
		carry out	Apply basic skills	jumping,	skills for attacking
		different skills.	for attacking and	throwing and	and defending.
			defending.	catching in	
				isolation and	Uses running,
			Uses running,	combination.	jumping, throwing
			jumping,		and catching in
			throwing and		isolation and in
			catching in		combination





			isolation and	
			combination	

Athletics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Can run at different speeds.  Can jump from a standing position.	Can change speed and direction whilst running.  Can jump from a	Beginning to run at speeds appropriate for the distance.  e.g. sprinting and cross country.	Beginning to build a variety of running techniques and use with confidence.	Beginning to build a variety of running techniques and use them with confidence.	Beginning to build a variety of running techniques and use them with confidence.
	Performs a variety of throws with basic control.	standing position with accuracy.  Performs a variety of throws with control and coordination.	Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment.	Can perform a running jump with more than one component.  e.g. hop skip jump (triple jump)	Can perform a running jump with more than one component.  e.g. hop skip jump (triple jump)	Can perform a running jump with more than one component.  e.g. hop skip jump (triple jump)
		preparation for shot put and javelin.	Can use equipment safely and with good control.	Demonstrates accuracy in throwing and catching activities.	Beginning to record peers' performances and evaluate these.	Beginning to record peers' performances and evaluate these.
		Can use equipment safely		Describes good athletic	Demonstrates accuracy and	Demonstrates accuracy and





		performance using correct vocabulary.	confidence in throwing and	confidence in throwing and
			catching activities.	catching activities.
		Can use equipment		
		safely and with good control.	Describes good athletic performance using correct vocabulary.	Describes good athletic performance using correct vocabulary.
			Can use equipment safely and with good control.	Can use equipment safely and with good control.

Outdoor		Develops listening	Develops strong	Develops strong	Develops strong
Adventurous		skills.	listening skills.	listening skills.	listening skills.
Activities	-	Creates simple body shapes.	Uses simple maps.	Uses and interprets simple maps.	Uses and interprets simple maps.





	Listens to instructions	Beginning to think	Think activities	Think activities
	from a partner/ adult.	activities through and	through and problem	through and problem
		problem solve.	solve using general	solve using general
			knowledge.	knowledge.
	Beginning to think			
	activities through and	Choose and apply		
	problem solve.	strategies to solve	Choose and apply	Choose and apply
		problems with	strategies to solve	strategies to solve
		support.	problems with	problems with
	Discuss and work with		support.	support.
	others in a group.			
		Discuss and work with		
		others in a group.	Discuss and work with	Discuss and work with
	Demonstrates an		others in a group.	others in a group.
	understanding of how			
	to stay safe.	Demonstrates an		
	,	understanding of how	Demonstrates an	Demonstrates an
		to stay safe.	understanding of how	understanding of how
		,	to stay safe.	to stay safe.
			,	,





Swimming		Swims competently, confidently, and proficiently over a distance of at least 25 meters.	Swims competently, confidently, and proficiently over a distance of at least 25 meters.	
		Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.	Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.	
		Performs safe self- rescue in different water-based situations.	Performs safe self- rescue in different water-based situations.	

Evaluation	REC/ Year 1/ Year 2	Year 3/ Year 4	Year 5/ Year 6
	Can comment on own and others performance  Can give comments on how to improve  performance.	Watches and describes performances accurately.  Beginning to think about how they can improve their own work.	Watches and describes performances accurately. Learn from others how they can improve their skills.  Comment on tactics and techniques to help improve performance.





	Use appropriate vocabulary when giving	Work with a partner or small group to improve	
	feedback.	their skills.  Make suggestions on how to improve their work, commenting on similarities and differences.	Make suggestions on how to improve their work, commenting on similarities and differences.
		_	