

Aspect	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Team games	Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.	Pass a ball, bean bag or tag in a team game, working collaboratively	Create their own games, adapting rules and displaying knowledge of warm up and cool downs	Follow rules to play more challenging team games, such as rounder's, hockey nonstop cricket and team tag	Explain evaluate and develop ideas and plans for a game that includes a scoring system	Use and adapt tactics, choosing the most effective one for different situations
Sending and striking	Pat, throw, kick, stop and sometimes catch a ball.	Stop or catch a projectile, such as a bean bag or ball, and hit with a bat or racket	Keep control of ball- based equipment (e.g. hockey stick) working effectively as part of a team	Throw catch strike and field a ball with control and accuracy	Use different techniques and skills to pass, dribble, travel and shoot in ball games.	Select and perform combinations of sending and striking skills with confidence, accuracy and consistency
Strategy	Accurately shadow partners movements.	Use a range of simple tactics to aid attacking / defending	Choose tactic/ a suitable strategy to cause problems for opposition	Work effectively, as part of a team choosing an appropriate strategy or tactic to cause problems for the opposition	Mark an opposing player or players, preventing them from gaining possession.	Apply tactical knowledge effectively in attacking and defending situations
Dance	Create simple movement patterns, showing awareness of rhythm.	Perform movements to express ideas, emotions or feelings and repeat dance phrases	Compare, develop and adapt movements and motifs to create movement patterns	Improvise and move with precision, control and fluency in response to a range of stimuli	Very dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group	Move in time to music, creating movements that express the meaning and mood of the piece
Athletics	Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction.	Run a short distance with co-ordination and speed. Throw a projectile overarm. Jump from one foot landing on the opposite or both feet	Demonstrate a range of throwing techniques, using accuracy and power and perform a range of jumps, sometimes with runs up	Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting	Understand how power and stamina is developed and how this improves performances	Demonstrate a high level of control, speed strength and stamina when running and jumping and throwing and suggest ways to improve their performance
Gymnastics	Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words (e.g. roll, travel and balance).	Balance and move over, under and through apparatus, creating a variety of shapes with the body and distinguishing a well-performed move	Vary height and speed in a sequence of gymnastic movements	Combine movements, actions and balances individually or collaboratively, to create a fluid routine	Create and perform more complex sequences ,including change of direction, travelling, speed and height, showing good stability and core strength	Combine and perform gymnastic actions, using the whole body, adapting movements and balances to a routine so that they fit into a sequence
Outdoor/adventure	Follow a simple route around the school grounds or a given outdoor space.	Move over, under and through spaces and obstacles outdoors	Work effectively as part of a team to safely navigate to familiar places, solving problems and evaluating their performances	Respond positively to increased challenges and other team members, showing ability to listen top feedback	Plan routes and orientate maps, responding positively to increasing challenges, listening to feedback and evaluating their role	Lead groups in problem solving, analysing their own effectiveness as a team leader
Performance	Perform simple movement or dance work, sometimes with a partner	Perform a simple dance or movement sequence to a small group, expressing ideas, emotions or feelings Identify a simple goal in PE and talk about how they could achieve it	Create/perform a sequence of movements showing a good balance/body tone. Recognise their strengths in PE, identifying areas for improvement	Create/perform fluently sequence of movement, showing good balance/body tone and practise to improve. Use constructive feedback to make improvement to their performance	Perform individually or as part of a group or with partners, with increasing confidence and accuracy, using the whole body across different levels/spaces, to a range of audiences. Compare performances with previous ones	Perform sequences, on multiple levels to an audience with control and grace, using available space expressively. Explain how they need to improve their own performance in order to achieve their personal best
Swimming				Swim between 25-50 metres unaided, performing more than one stroke. Use breathing and survival techniques	Swim between 25-50 metres unaided, performing more than one stroke. Use breathing and survival techniques	Swim between 25-50 metres unaided, performing more than one stroke. Use breathing and survival techniques