




| EYFS – Physical Development | | |
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|  Prerequisite skills for PE within the national curriculum | | |
| ELG | Gross Motor Skills | Fine Motor Skills |
| | <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"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. |

| Knowledge, Skills and Understanding breakdown for PE | | |
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| Year 1 and 2 | | |
| <ul style="list-style-type: none"> ✚ Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others ✚ Be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations ✚ 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 | | |
| Year 1 | | |
| Games and athletics | Gymnastics | Dance |
| <p>Able to show control when running and jumping. Begin to apply running and jumping in a range of activities.</p> <p>Able to throw and catch balls of different sizes with some accuracy.</p> <p>Participate in team games.</p> | <p>Move with some control and awareness of space.</p> <p>Copy and remember actions.</p> <p>Stretch and curl to develop flexibility.</p> <p>Hold a position whilst balancing on different points of the body.</p> | <p>Copy and remember moves and positions.</p> <p>Move with control and coordination.</p> |
| Year 2 | | |
| Games and athletics | Gymnastics | Dance |
| <p>Use running, jumping, catching and throwing skills in combination.</p> <p>Develop simple tactics for attacking and defending.</p> <p>Use the terms 'opponent' and 'team-mate'.</p> <p>Engage in competitive and co-operative physical activities.</p> | <p>Show contrasts (such as small/tall, straight/curved and wide/narrow).</p> <p>Jump in a variety of ways and with increasing control and balance.</p> <p>Travel by rolling forwards, backwards and sideways.</p> <p>Link two or more actions to make a sequence.</p> <p>Climb safely on equipment.</p> | <p>Move with careful control and coordination.</p> <p>Link two or more actions to perform a sequence.</p> <p>Choose movements to communicate a mood, feeling or idea.</p> <p>Perform dances using simple movements.</p> |

Knowledge, Skills and Understanding breakdown for PE

Year 3 and 4

- ✚ Apply and develop a broader range of skills, learning how to use them in different ways
 - ✚ Enjoy communicating, collaborating and competing with each other
- ✚ Develop an understanding of how to improve in different physical activities and sports
 - ✚ Use running, jumping, throwing and catching in isolation and in combination
- ✚ Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
 - ✚ Develop flexibility, strength and balance
 - ✚ Perform dances using a range of movement patterns
- ✚ Swim competently, confidently and proficiently over a distance of at least 25 metres

Year 3

| Games and Athletics | Gymnastics | Dance | Swimming |
|--|---|---|---|
| Throw and catch with control and accuracy. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Follow the rules of the game and play fairly. Communicate and collaborate with other team members. Sprint over a short distance up to 60 metres. Jump in a number of ways, using a run up where appropriate. | Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. | Refine movements into sequences. Change speed and levels within a performance. | Swim unaided up to 25 metres. Use one basic stroke, breathing correctly. Control leg movements. |

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Year 4

| Games and Athletics | Gymnastics | Dance | Swimming | Outdoor adventurous |
|--|---|---|--|--|
| Maintain possession of a ball (e.g. with feet, a hockey stick or hands). Strike a ball and field with control. Pass to team mates at appropriate times. Choose appropriate tactics to cause problems for the opposition. Lead others and act as a respectful team member. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Compete with others and aim to improve personal best performances. | Move in a clear, fluent and expressive manner. Plan, perform and repeat sequences. Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances, experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands). | Move in a clear, fluent and expressive manner. Plan, perform and repeat sequences. Create dances and movements that convey a definite idea. Develop physical strength and suppleness by practising moves and stretching. | Swim between 25 and 50 metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Swim at the surface and below the water. | Arrive properly equipped for outdoor and adventurous activity. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates. Show resilience when plans do not work and initiative to try new ways of working. Remain aware of changing conditions and change plans if necessary. |

Knowledge, Skills and Understanding breakdown for PE

Year 5 and 6

- ✚ Apply and develop a broader range of skills, linking them to make actions and sequences of movement
 - ✚ Enjoy communicating, collaborating and competing with each other
 - ✚ Learn how to evaluate and recognise their own success
 - ✚ Develop flexibility, strength, technique, control and balance
 - ✚ 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
 - ✚ Use a range of strokes effectively
 - ✚ Perform safe self-rescue in different water-based situations

Year 5

| Games and Athletics | Gymnastics | Dance | Swimming | Outdoor adventurous |
|---|---|--|---|---|
| <p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking etc.).</p> <p>Work alone, or with team mates, in order to gain points or possession.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Choose the best pace for running over a variety of distances.</p> <p>Show control in take off and landings when jumping.</p> <p>Compete with others and keep track of personal best performances, setting targets for improvement.</p> | <p>Hold shapes that are strong, fluent and expressive.</p> <p>Vary speed, direction, level and body rotation during floor performances.</p> <p>Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p> <p>Use equipment to vault and to swing (remaining upright).</p> | <p>Compose creative and imaginative dance sequences.</p> <p>Perform expressively and hold a precise and strong body posture.</p> <p>Plan to perform with high energy, slow grace, or other themes, and maintain this throughout a piece.</p> | <p>Swim fluently with controlled strokes.</p> <p>Turn efficiently at the end of a length.</p> | <p>Understand the need to show accomplishments in managing risks.</p> <p>Use maps, compasses and digital devices to orientate themselves.</p> <p>Select appropriate equipment for outdoor and adventurous activity.</p> <p>Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</p> |

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Year 6

| Games and Athletics | Gymnastics | Dance | Swimming | Outdoor adventurous |
|---|--|--|--|--|
| Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racquet games. Field, defend and attack tactically by anticipating the direction of play. Lead others when called upon and act as a good role model within a team. Uphold the spirit of fair play and respect in all competitive situations. Combine sprinting with low hurdles over 60 metres. Throw accurately and refine performance by analysing technique and body shape. | Create complex and well-executed sequences that include a full range of movements, including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures and linking skills. In a sequence, include set pieces, choosing the most appropriate linking elements. Practise and refine the gymnastic techniques used in performances. | Perform and create complex sequences. Express an idea in original and imaginative ways. Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). | Swim over 100 metres, unaided. Use breaststroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. Perform safe self-rescue in different water-based situations. | Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Embrace both leadership and team roles and gain the respect of a team. Remain positive even in the most challenging circumstances, relying on others if need be. Quickly assess changing conditions and adapt plans to ensure safety comes first. Use a range of devices in order to orientate themselves. |