

ARTHUR BUGLER PRIMARY SCHOOL



PE

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
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, non-stop 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.
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. a 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.
Accurately shadow a partner's movements.	Use a range of simple tactics to aid attacking/defending.	Choose tactics/a suitable strategy to cause problems for the 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.
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.	Vary 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.
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 run ups.	Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting.	Explain how power and stamina is developed and how this improves performance.	Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve their performance.
Show control and co-ordination when moving or standing still. Perform	Balance and move over, under and through apparatus, creating a	Vary height and speed in a sequence of gymnastic movements.	Combine movements, actions and balances, individually	Create and perform more complex sequences, including change of direction,	Combine and perform gymnastic actions, using the whole body, adapting

basic sequences, using space safely and recognising simple technical words (e.g. roll, travel and balance).	variety of shapes with the body and distinguishing a well-performed move.		or collaboratively, to create a fluid routine.	travelling, speed and height, showing good stability and core strength.	movements and balances to a routine so that they fit into a sequence.
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 performance.	Respond positively to increased challenges and other team members, showing ability to listen to 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.
Perform simple movement or dance work, sometimes with a partner. Identify a simple goal in P.E.	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 good balance/body tone. Recognise their strengths in PE, identifying areas for improvement.	Create/perform fluently a sequence of movements, showing good balance/body tone and practise to improve. Use constructive feedback to make improvements to their performance.	Perform individually or with a partner/as a group 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.
Swim/move short distances using a buoyancy aid, becoming more confident in the water.	Swim between 10 and 20 metres unaided, using a basic stroke and becoming confident to travel underwater.	Move in and around water confidently and competently, exploring ways of swimming above and below the water.	Swim between 25 and 50 metres unaided, performing more than one stroke. Use breathing and survival techniques.	Swim between 50 and 100 metres, using three strokes, sustaining swimming over an extended time. Show a problem solving approach to survival.	Swim over 100 metres, using three strokes, at a sustainable pace, being able to perform a wide range of survival techniques.