

EYFS and KS1 PE coverage

EYFS

Early learning goals for physical development

Move with confidence, imagination and in safety

Move with control and coordination

Show awareness of space, of themselves and of others

Recognise the importance of keeping healthy and those things which contribute to this

Recognise the changes that happen to their bodies when they are active

Use a range of small and large equipment

Travel around, under, over and through balancing and climbing equipment

Handle tools, objects, construction and malleable materials safely and with increasing control

Year 1

Autumn

Basic Skills - Netball

Football - Sportshall
Athletics

Spring

Hockey - Dance

Gymnastics -
Basketball

Summer

Cricket - Tennis

Athletics - Rounders

Year 2

Autumn

Basic Skills - Netball

Gymnastics - Sportshall
Athletics

Spring

Hockey - Dance

Football - Basketball

Summer

Athletics - Tennis

Cricket - Rounders

KS1 PE – Skills progression

KS1 Statutory objectives

Pupils should 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. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- 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.

	KS1 Progression of skills	
	Y1	Y2
Dance	<p>Follow the leader – jumps, hops, skips</p> <p>Respond to different stimuli with a range of actions</p> <p>Copy and explore basic body actions demonstrated by the teacher</p> <p>Copy simple movement patterns from each other and explore the movement</p> <p>Compose and link movement phrases to make simple dances with clean beginning, middle and end.</p> <p>practise and repeat their movement phrases and perform them in a controlled way</p>	<p>Can link several movements together with control and co-ordination</p> <p>talk about different stimuli as the starting point for creating dance phrases and short dances</p> <p>explore actions in response to stimuli</p> <p>explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements</p> <p>Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings</p> <p>remember and repeat a short dance phrase, showing greater control, co-ordination and spatial awareness</p>
Games	<p>Throw and catch a ball with a partner</p> <p>move fluently, changing direction and speed easily and avoiding collisions</p> <p>show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking</p> <p>Choose and use skills effectively for particular games understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming</p> <p>use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions</p>	<p>Pass a ball accurately to a partner over a variety of distances</p> <p>perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control</p> <p>show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run</p> <p>choose and use tactics to suit different situations</p> <p>react to situations in a way that helps their partners and makes it difficult for their opponents</p>
Gym	<p>Perform basic gymnastic actions like traveling, rolling and jumping</p> <p>Manage the space safely, showing good awareness of each other, mats and apparatus</p> <p>Make up simple movement phrases in response to simple tasks.</p> <p>Link & repeat basic gymnastic actions</p> <p>perform movement phrases with control and accuracy</p>	<p>Perform a variety of actions with increasing control</p> <p>repeat accurately , sequences of gymnastic actions</p> <p>move smoothly from a position of stillness to a travelling movement</p> <p>move smoothly and in a controlled way from one position of stillness to another</p> <p>Choose, use and vary simple compositional ideas to create and perform a sequence</p> <p>Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end</p> <p>Adapt the sequence to include apparatus or a partner</p> <p>use different combinations of floor, mats and apparatus, showing control, accuracy and fluency</p>

KS1 PE – Skills progression

KS1 Statutory objectives

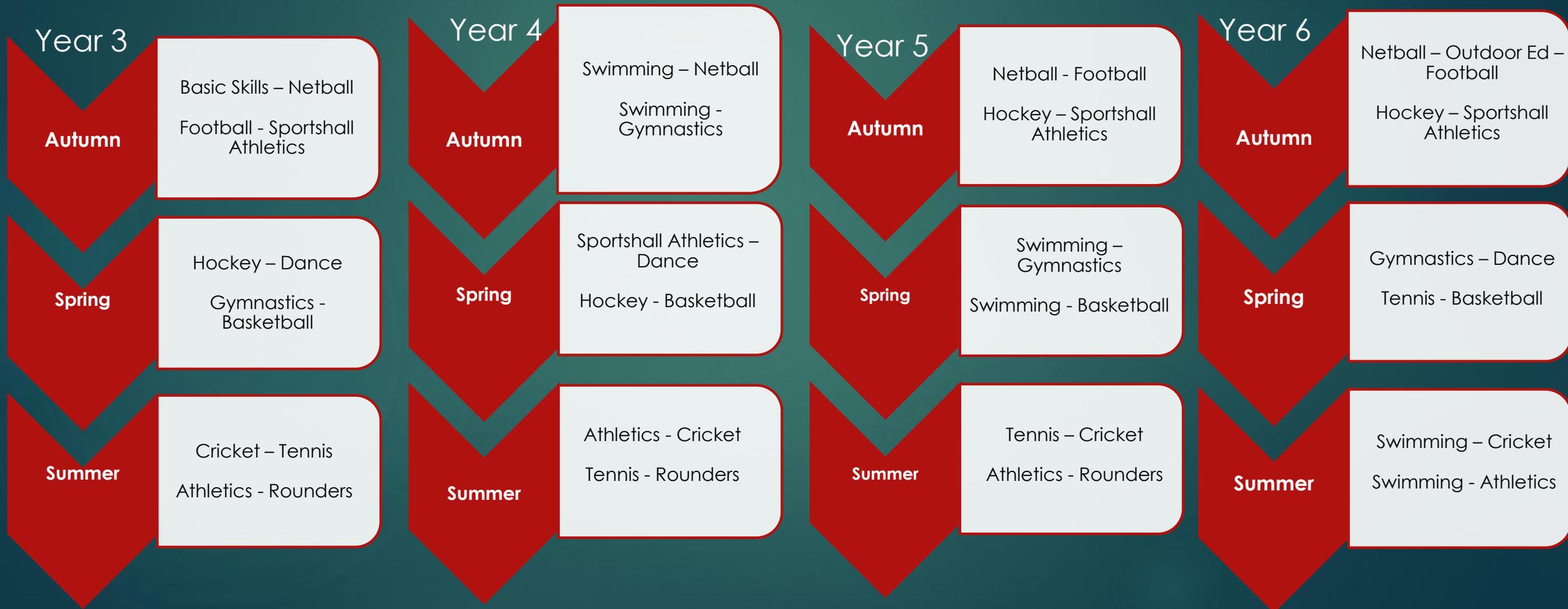
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- 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.

KS1 Progression of skills		
	Y1	Y2
Athletics	Run at different speeds, jump with accuracy, use a small range of techniques Choose which throwing and retrieving technique to use	Change speed and direction, link running and jumping, throw accurately Choose when to run and when to jump. Select which throwing technique to use for accuracy and distance
Evaluating and Improving	Describe and comment on their own and others actions Can describe what they have done Can watch others and say what they are doing	They can talk about differences between their own and others' performance and suggest improvements
Knowledge and Understanding	Can describe how their bodies feel when still and when exercising. Can talk about how to exercise safely.	Children can understand how to exercise and describe how their bodies feel during different activities.

KS2 PE – coverage and curriculum objectives

KS2 Objectives: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.



KS2 PE – Skills progression

KS2 Objectives: Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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.

KS2

	Year 3	Year 4	Year 5	Year 6
Dance	<p>Improvise freely with a partner translating ideas from stimuli to movement.</p> <p>show an imaginative response to different stimuli through their use of lan-guage and choice of movement</p> <p>Incorporate different qualities and dynamics into their movements</p> <p>explore and develop new actions while working with a partner or a small group</p> <p>Apply basic compositional ideas to create dance which convey feelings and emotions</p> <p>link actions to make dance phrases, working with a partner and in a small group</p> <p>perform short dances with expression, showing an awareness of others when moving</p> <p>describe what makes a good dance phrase</p>	<p>Respond and perform with a partner, demonstrating actions that link with fluency and accuracy</p> <p>Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases</p> <p>Use a range of actions and begin to combine movement phrases and patterns..</p> <p>Begin to respond within a small group of partnership, to speed and level.</p> <p>Begin to design their own movement phrases that respond to the stimuli or emotion</p> <p>Use a range of movement and dance phrases within different ways (unison, canon) with a partner of group</p> <p>Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.</p>	<p>Respond to a variety of stimuli showing a range of actions performed with control and fluency</p> <p>think about character and narrative ideas created by the stimulus, and respond through movement</p> <p>experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group</p> <p>Create and perform dances using a range of movement patterns in response to a range of stimuli</p> <p>use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer</p> <p>remember, practise and combine longer, more complex dance phrases</p>	<p>Perform a variety of dance styles with accuracy and consistency</p> <p>explore, improvise and choose appropriate material to create new motifs in a chosen dance style</p> <p>respond to a range of stimuli, improvising freely using a range of controlled movements and patterns</p> <p>Extend compositional skills incorporating a wider range of dance styles and forms</p> <p>compose, develop and adapt motifs to make dance phrases and use these in longer dances</p> <p>select and use a range of compositional ideas to create motifs that demonstrate their dance idea</p>
Games	<p>Travel whilst bouncing a ball showing control</p> <p>use a range of skills to help them keep possession and control of the ball</p> <p>perform the basic skills needed for the games with control and consistency</p> <p>use a range of skills with increasing control</p> <p>In pairs, make up a game and play a simple rallying game.</p> <p>use a range of skills to keep possession and make progress towards a goal, on their own and with others</p> <p>choose good places to stand when receiving, and give reasons for their choice</p> <p>choose and use batting or throwing skills to make the game hard for their opponents</p>	<p>Travel with a ball showing increasing control using both hands and feet.</p> <p>Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team.</p> <p>Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations.</p> <p>Use a range of different skills with increasing control and skill</p> <p>In small groups make up a game with simple rules.</p> <p>Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game.</p> <p>Choose where they should position themselves to be a defender and an attacker. Choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful.</p>	<p>Travel with a ball showing changes of speed and directions using either foot or hand.</p> <p>use a range of techniques when passing, eg high, low, bounced, fast, slow</p> <p>keep a game going using a range of different ways of throwing</p> <p>strike a ball with intent and throw it more accurately when bowling and/or fielding</p> <p>Effectively play a competitive net/wall game</p> <p>keep and use rules they are given</p> <p>try to make things difficult for their opponent by directing the ball to space, at different speeds and heights</p> <p>judge how far they can run to score points</p>	<p>Dribble effectively around obstacles. Show precision and accuracy when sending and receiving</p> <p>perform skills with accuracy, confidence and control</p> <p>combine and perform skills with control, adapting them to meet the needs of the situation</p> <p>play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game</p> <p>use different ways of bowling</p> <p>Play recognized version of net game showing tactical awareness and knowledge of rules and scoring.</p> <p>they play, choosing and using skills which meet the needs of the situation</p> <p>choose when to pass or dribble, so that they keep possession and make progress towards the goal</p> <p>hit the ball with purpose, varying the speed, height and direction</p> <p>hit the ball from both sides of the body</p>
Gym	<p>Perform a competent forward roll, rug roll, shoulder roll</p> <p>Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel</p> <p>practise an action or short sequence of movements, and improve the qual-ity of the actions and transitions</p> <p>show control, accuracy and fluency of movement when performing ac-tions on their own and with a partner</p> <p>Plan and perform a movement sequence showing contrasts in speed, level and direction. devise and perform a gymnastic sequence, showing a clear beginning, middle and end</p> <p>adapt a sequence to include different levels, speeds or directions</p> <p>work well on their own and contribute to pair sequences</p>	<p>Perform a range of rolls with control and accuracy</p> <p>Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilize this equipment to enhance their movements,</p> <p>Practise and refine an action or short sequence showing quality movement</p> <p>phrases, combining different actions for effect. Begin to perform with a partner or group..</p> <p>Begin to develop a longer and more varied movement phrase with smooth, planned links between actions.</p> <p>Perform a sequence where the children combine speed, level, direction and a variety of shapes.</p> <p>Work within different groups to contribute to a variety of different sequences.</p>	<p>Perform a range of rolls including backwards roll consistently.</p> <p>perform a range of actions and agilities with consistency, fluency and clari-ty of movement</p> <p>Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.</p> <p>Develop a longer and more varied movement sequence demonstrating smooth transitions between actions combine actions to make a sequence.</p> <p>sequences with changes of speed, level and di-rection, and clarity of shape</p> <p>Gradually increase the length of sequences</p> <p>work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement</p>	<p>Perform a range of rolls showing different entrances and exits.</p> <p>perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy</p> <p>perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension</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>repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body</p> <p>shape and changes in direction</p> <p>adapt sequences to include a partner or a small group</p>

KS2 PE – Skills progression

KS2 Objectives:

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.



KS2				
	Year 3	Year 4	Year 5	Year 6
Athletics	Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups	Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence.	Sustain and maintain running speed, improve on personal target, organize and manage an athletic event well	Strength, stamina and speed when running, jumping and throwing, know rules, judge events
Swimming	Choose and use throw to reach target, choose which role to play within group situation	Choose with throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics. 10-20 metres unaided, use arms and legs, one basic method of swimming, swim underwater confidently Link arms and legs correctly to allow effective propulsion across the pool.	Choose pace for running, plan and carry through an event Swim 25-50 metres unaided, swim for 30-45 secs, use variety of basic arm/leg actions front/back Link the correct arm and leg movement for front and back strokes.	Adapt skills and techniques to different challenges and equipment Swim 50-100 metres, 45-90 secs, 3 different strokes, swim on front + back, control breathing Show which breathing techniques to use for the particular strokes.
Evaluating and Improving	Describe and comment on their own performance and that of others and make simple suggestions to improve quality.	Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. Be confident to analyse and comment on what they see.	From observation of others begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self analysis.	Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.
Knowledge and Understanding	Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing.	Children begin to think about warm up activities that prepare them for exercise. They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	Demonstrate activities for specific aspects of warm up-stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.	Can show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions.