

	EIFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
Games	<p>Can move confidently in a range of ways</p> <p>Can negotiate space safely with consideration of myself and others</p> <p>Use movement skills to develop balance and coordination</p> <p>Children show good control and co-ordination in large and small movements.</p> <p>Throw an object at a target.</p> <p>Describe how the body feels when still and when exercising.</p>	<p>Games - Throwing, Catching & Aiming games Shows control and accuracy when rolling a ball, throwing and aiming</p> <p>Can track and receive a ball.</p> <p>Can bounce and catch a ball, showing good technique.</p> <p>Has good aiming skills at a moving target.</p> <p>Performs various throwing techniques, using a beanbag.</p> <p>Games – Bouncing and Dribbling games Develops control and co-ordination when dribbling a ball with hands and having ball at feet.</p> <p>Explores accuracy when rolling a ball.</p> <p>Explores throwing with accuracy towards a target.</p> <p>Explores catching with two hands.</p> <p>Explores tracking a ball that is coming towards them.</p> <p>Can describe what they have done or seen others doing</p> <p>Participates in simple games</p>	<p>Games - Sending & Receiving Can perform a range of skills with control i.e. rolling, throwing, striking, kicking, catching and gathering. Apply these skills into game situations.</p> <p>Can react to situations in games that can help my partner and make it difficult for my opponents. Develop simple tactics and use them appropriately.</p> <p>Can successfully send and receive a pass</p> <p>Invents and creates games using basic skills</p> <p>Understand the importance of rules in games.</p> <p>Develop strong spatial awareness.</p>	<p>Invasion Games – Football can use a range of football skills to help keep possession and control of the ball</p> <p>can pass, receive and dribble the ball, keeping control consistently</p> <p>can explain how to keep possession and describe how my team has achieved it</p> <p>know how to use space in games</p> <p>Beginning to understand how to compete with each other with positive sporting attitudes.</p> <p>Striking and Fielding Games - Cricket Can use a range of skills with increasing control</p> <p>can bowl underarm accurately</p> <p>can return the ball quickly and accurately</p> <p>Net Games - Tennis can vary the speed and direction of the ball</p> <p>can choose good places to stand when receiving and give reasons for my choice</p> <p>can describe what is successful in own and others' play</p>	<p>Invasion Games – Netball and Hockey Can use a range of techniques when passing, e.g. high, low, bounced, fast, slow</p> <p>can use a range of tactics to keep possession of the ball and get into positions to shoot or score, on my own and with others</p> <p>beginning to apply basic skills for attacking and defending.</p> <p>can play with greater speed and flow</p> <p>can use the knowledge learnt in PE to make up suitable warm-up activities for the games being played</p> <p>can identify what they do best and what they find most difficult</p> <p>Striking and Fielding Games – Cricket can strike a ball with intent and throw it more accurately when bowling and/or fielding</p> <p>can make the game harder for my opponents with my batting or throwing skills</p> <p>can intercept and stop the ball and sometimes catch it</p>	<p>Invasion Games – Basketball and Tag Rugby can perform Basketball skills with accuracy, confidence</p> <p>can change direction and speed when dribbling the ball</p> <p>can keep and use rules given</p> <p>can look for specific things in a game and explain how well they are being done</p> <p>know and find ways to get the ball towards my opponents' goal in competitive situations</p> <p>use a variety of tactics to keep the ball, e.g. changing speed and direction</p> <p>can choose and use skills that meet the needs of the situation consistently</p> <p>more consistently applying skills for attacking and defending</p> <p>can keep possession under pressure</p> <p>Striking and Fielding Games - Cricket can direct the ball away from fielders, using different angles and speeds</p> <p>can hit the ball from both sides of the body</p> <p>can plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding</p> <p>Net Games - Tennis can direct the ball reasonably well towards my opponent's court or target area can show good backswing, follow through and feet positioning</p>	<p>Invasion Games – Football and basketball can combine and perform skills with control, adapting them to meet the needs of the situation</p> <p>can choose when to pass or dribble, so that I keep possession and make progress towards the goal/basket</p> <p>can use attacking and defending skills appropriately in games</p> <p>can organise their team to think of ideas to be more successful</p> <p>can recognise and describe the best points in an individual's and a team's performance</p> <p>Striking and Fielding Games - Cricket can bat effectively, using different types of shots</p> <p>can recognise own and others' strengths</p> <p>can plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding</p> <p>participates in competitive games, modified where appropriate</p> <p>Net Games - Tennis can use right and left side hand and foot movements in combination. Linked with Forehand & Backhand actions</p> <p>can demonstrate a basic overarm serve and return of serve technique</p> <p>developing volley action and applying it in competition can position myself well on court can work well with my partner, adapting my play to suit their own and others' strengths</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounder's, rugby and tennis]</p>

<p>Gymnastics</p>	<p>Travel in different ways.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Create a short sequence of movements.</p> <p>Describe how the body feels when still and when exercising.</p> <p>Begin to balance with control.</p> <p>Make shapes with their bodies, according to commands.</p>	<p>can show different travelling actions and balances on different levels and stay still when I need to</p> <p>can show different gymnastics floor shapes (Tuck, Pike, Straight, Star)</p> <p>can use basic jumping and landing techniques</p> <p>can link and repeat basic gymnastic actions</p> <p>can create and perform sequence with control and accuracy</p> <p>starting to develop the techniques for a forward roll</p> <p>know when body is active and I can talk about the difference between tension and relaxation</p> <p>can carry and place appropriate apparatus safely, with guidance.</p>	<p>can accurately repeat sequences of gymnastic actions with control and coordination using floor and apparatus</p> <p>can perform body shapes and balances with control and precision</p> <p>developing the strength and co-ordination skills required to perform a forward roll</p> <p>can show quality jumping and safe landing techniques</p> <p>can create and perform a basic sequence using dynamic and still balances</p> <p>can recognise and avoid risks when handling and placing apparatus independently</p>	<p>develop specific skills to show different shapes under control</p> <p>show control, accuracy and fluency of movement when performing actions on their own</p> <p>able to perform balances using various points of the body</p> <p>perform a range of actions and agilities with consistency, fluency and clarity of movement</p> <p>develop balances and link them to make actions and sequences of movement</p> <p>create sequences using different apparatus individually or with a partner, and to link each component fluently.</p> <p>find places to perform gymnastic shapes on the apparatus individually and in a pair</p>	<p>compose and perform a sequence using 3 elements</p> <p>understand & demonstrate 5 basic jumping techniques</p> <p>develop and refine body management during take-off and landing</p> <p>perform a take-off with fluency, using increasing control and accuracy.</p> <p>link two jumps together and perform these within a short sequence</p> <p>perform a variety of rolls and to explore different jump techniques off of apparatus</p> <p>create sequences and link components fluently. Use appropriate vocabulary to evaluate performances.</p> <p>Understands composition by performing more complex sequences and combinations of actions that show clear differences between levels and direction.</p> <p>Devise warm up routines that prepare them for their Gymnastics work.</p>	<p>compose and perform a sequence using 3 or more elements.</p> <p>develop rolls/tumbles and our technique when performing them in a sequence</p> <p>link travelling actions and rolls from high/low apparatus to mats</p> <p>able to perform a take-off with fluency using control and accuracy</p> <p>explore apparatus in small groups and to link various components together</p> <p>perform a group sequence, using low/medium and high apparatus.</p> <p>uses more complex gym vocabulary to describe how to improve and refine performances</p> <p>Devise specific warm up routines for themselves and other that prepare them for their gymnastics work</p>	<p>able to demonstrate different counter balances</p> <p>demonstrate counterbalance in twos and transfer sequence to apparatus</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>gradually increases the length of sequence work with a partner and in groups to make up a sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>analyse and comment on skills and techniques and how these are applied in their own and others' work including Olympic gymnasts.</p>	<p>develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</p>
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Athletics	<p>Run in different ways for a variety of purposes.</p> <p>Throw an object at a target.</p> <p>Jump in a range of ways, landing safely.</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and developing stamina whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p>Can use equipment safely</p>	<p>Beginning to run at speeds appropriate for the distance.</p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and sustain pace over longer distances.</p> <p>Show increasing power and control in different types of jumps.</p> <p>Demonstrates accuracy in different types of throws.</p> <p>Describes good athletic performance using correct vocabulary.</p>	<p>Improving skills with a greater focus on personal best.</p> <p>Beginning to build a variety of running techniques individually and in relay teams.</p> <p>Beginning to record peers' performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and jumping activities.</p> <p>Describes good athletic performance using correct vocabulary.</p>	<p>Can organise themselves and others safely in different roles as a coach, performer and official.</p> <p>Record peers' performances, and evaluate these.</p> <p>Describes and improves athletic performance using appropriate vocabulary.</p>	
Dance	<p>Explore and copy basic body actions and rhythms.</p> <p>Use a variety of moves that change speed and direction.</p> <p>Change the style of their movements.</p> <p>Create a short movement phrase which demonstrates their own ideas.</p>	<p>Copy simple movements from others and explore those movements.</p> <p>Remembers simple movements and dance steps.</p> <p>Responds to range of stimuli.</p> <p>Use simple dance vocabulary to describe movement.</p>	<p>Remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness.</p> <p>Varies levels and speed in sequence.</p> <p>Can vary the size of their body shapes.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Explore actions in response to a stimulus.</p>	<p>Perform short dances with expression, showing an awareness of others when moving.</p> <p>Use a range of expressive language to describe dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and</p>	<p>Suggests how a dance performance can be improved and can communicate more effectively.</p> <p>Use different compositional ideas to create dance phrases (motifs) incorporating unison, canon, action and reaction, question and answer.</p> <p>Begin to create longer dances in a larger group.</p>	<p>Perform specific movement patterns for different dance styles with accuracy.</p> <p>Explore, improvise and choose appropriate material to create new motifs in a chosen dance style.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Moves appropriately and with the required style in relation to the stimulus.</p> <p>Is able to repeat dance sequences accurately.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies motifs and whole dances as a result of self and peer evaluation.</p> <p>Uses increasingly more complex dance vocabulary to appreciate professional work.</p>	<p>Perform dances using advanced dance techniques within a range of dance styles and forms</p>

			Demonstrates rhythmic responses to music.	motifs to create a longer dance.				
Outdoor adventurous activities					<p>Take part in outdoor activities which physical challenges in the school context</p> <p>Uses simple maps and map symbols within the school context.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Demonstrates an understanding of how to stay safe in physical challenges.</p> <p>Developing empathy and resilience through trust and challenge activities</p>	<p>Take part in outdoor and adventurous activities which present intellectual and physical challenges in the local area (Grange Park)</p> <p>Able to orienteer successfully in known environments</p> <p>To work with a partner or as part of a team to plan strategies to meet a range of different physical challenges</p> <p>Uses and interprets a variety of maps with a range of symbols in the local area (Grange Park).</p> <p>Choose and apply strategies to solve problems with others.</p> <p>Demonstrates an understanding of how to stay safe and keep others safe.</p>	<p>Take part in outdoor and adventurous activities which present intellectual and physical challenges in a wider area (Grange Park)</p> <p>Uses and interprets a variety of maps in a wider unknown area (Hampstead Heath).</p> <p>Able to orienteer successfully in unknown environments</p> <p>Devise, choose and apply a range of strategies to solve problems collaboratively.</p> <p>Demonstrates an understanding of how to stay safe, keep others safe and manage risk appropriately.</p> <p>Visit: Hillingdon</p>	

<p>Fitness and leadership</p>		<p>Can describe how the body feels before, during and after exercise.</p> <p><i>(Children revisit this in Y2-Y6 PE lessons and in science and PSHE curriculum)</i></p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	<p>Develop communication skills to work effectively with others to generate and share ideas whilst problem solving.</p> <p>Work collaboratively and cooperatively with a range of other learners showing empathy, trust and respect.</p> <p>To plan and lead warm up and cool down activities relevant to a PE area of activity.</p> <p>Understand and agree a code of conduct that makes for an effective leader.</p>	<p>Devise and take responsibility for own health and fitness training programmes to develop stamina, strength and suppleness in partnership with others.</p> <p>Work collaboratively and cooperatively with a range of other learners with a focus on compromise</p> <p>Be able to take the initiative to adapt plans, rules and delivery based on their audience (inclusion).</p> <p>Knows how to advocate physically active lifestyles to peers.</p>	<p>Devise and lead health and fitness training programmes for others.</p> <p>Know how to advocate and be a role model for physically active lifestyles to peers and wider social network in and beyond school.</p> <p>To show how to motivate others to enable them to achieve personal best in terms of physical performance.</p>	<p>Understands that a successful team relies on each individual taking responsibility but also being dependent on each other</p> <p>Take on a variety of meaningful leadership roles in and beyond PE lessons</p>	
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<p>Swimming and water safety</p>				<p>Can swim confidently and proficiently over a distance of at least 25 metres.</p> <p>Can use a range of strokes effectively.</p> <p>Can perform safe self-rescue</p> <p>Understands water safety in different water-based situations</p>	<p>Can swim confidently and proficiently over a distance of at least 25 metres.</p> <p>Can use a range of strokes effectively.</p> <p>Can perform safe self-rescue</p> <p>Understands water safety in different water-based situations</p>	<p>Can swim confidently and proficiently over a distance of at least 25 metres.</p> <p>Can use a range of strokes effectively.</p> <p>Can perform safe self-rescue</p> <p>Understands water safety in different water-based situations</p>		
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