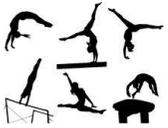


	Movement and control 	Dance 	Gymnastics 	Swimming 	Planning and implementing	Evaluating and reflecting
P.E Year 1	<ul style="list-style-type: none"> • Repeat and explore skills. • Move with some control and care. • Throw a ball underarm. • Roll a ball or a hoop. • Hit a ball with a bat. • Copy and remember actions. • Repeat and explore skills. 	<ul style="list-style-type: none"> • Put moves together to make a short dance. • Show rhythm in my dance. • Choose the best movements to show different ideas. • Use space safely. • Perform my dance actions with control and co-ordination. • Link two or more actions together to make a sequence. • Remember and repeat dance movements. 	<ul style="list-style-type: none"> • Show control and co-ordination when travelling or balancing. • Choose which actions to make. • Copy sequences and repeat them. • Be able to roll. • Travel in lots of ways. • Balance. • Climb safely. • Stretch and curl body. • I plan sequences of movements. 	<ul style="list-style-type: none"> • With help can swim up to 20 metres with floats. • Swim up to 5 metres without floats. • Put head in the water. • I join in water activities at the pool. • I explore different ways of moving in water. • Swim up to 20 metres using arms and legs to move. • I use one basic stroke to swim, breathing properly. • Using floats, I swim with a controlled leg kick. • I describe different swimming strokes. 	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate' when playing games. • Use rolling, hitting and kicking skills in games. • Decide on the best position to be in during a game. <ul style="list-style-type: none"> • Have developed some tactics for the game I am playing 	<ul style="list-style-type: none"> • Exercise safely by looking for space. • Talk about the differences between own and others' performances. • Say what has gone well and why. • Identify how a performance could be improved. • Describe how body feels during different activities, using parts of the body to
<p>Suggested sport studies:</p> <p>Year 1: <i>Gymnastics</i> <i>Dance</i> <i>Team Games</i> <i>Swimming</i></p> <p>Year 2: <i>Gymnastics</i> <i>Dance</i> <i>Team Games</i> <i>Swimming</i></p>						

	Movement and control 	Dance 	Gymnastics 	Swimming 	Planning and implementing	Evaluating and reflecting
P.E Year 2	<ul style="list-style-type: none"> • Repeat and explore skills. • Move with some control and care. • Throw a ball underarm. • Roll a ball or a hoop. • Hit a ball with a bat. • Copy and remember actions. • Repeat and explore skills. 	<ul style="list-style-type: none"> • Put moves together to make a short dance. • Show rhythm in my dance. • Choose the best movements to show different ideas. • Use space safely. • Perform my dance actions with control and co-ordination. • Link two or more actions together to make a sequence. • Remember and repeat dance movements. 	<ul style="list-style-type: none"> • Show control and co-ordination when travelling or balancing. • Choose which actions to make. • Copy sequences and repeat them. • Be able to roll. • Travel in lots of ways. • Balance. • Climb safely. • Stretch and curl body. • I plan sequences of movements. 	<ul style="list-style-type: none"> • With help can swim up to 20 metres with floats. • Swim up to 5 metres without floats. • Put head in the water. • I join in water activities at the pool. • I explore different ways of moving in water. • Swim up to 20 metres using arms and legs to move. • I use one basic stroke to swim, breathing properly. • Using floats, I swim with a controlled leg kick. • I describe different swimming strokes. 	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate' when playing games. • Use rolling, hitting and kicking skills in games. • Decide on the best position to be in during a game. <ul style="list-style-type: none"> • Have developed some tactics for the game I am playing 	<ul style="list-style-type: none"> • Exercise safely by looking for space. • Talk about the differences between own and others' performances. • Say what has gone well and why. • Identify how a performance could be improved. • Describe how body feels during different activities, using parts of the body to
<p>Suggested sport studies:</p> <p>Year 1: <i>Gymnastics</i> <i>Dance</i> <i>Team Games</i> <i>Swimming</i></p> <p>Year 2: <i>Gymnastics</i> <i>Dance</i> <i>Team Games</i> <i>Swimming</i></p>						

	Movement and control 	Dance 	Gymnastics 	Planning and implementing	Evaluating and reflecting
P.E Year 3	<ul style="list-style-type: none"> • Move with co-ordination and control. • Throw and catch a ball with control and accuracy. • Strike a ball and field with control. • Sprint over a short distance. • Run over a longer distance, conserving energy. • Have a range of throwing techniques (underarm, over arm, putting and hurling). • Throw with accuracy to hit a target. • Jump in several ways, sometimes using a short run-up 	<ul style="list-style-type: none"> • Dance movements communicate an idea. • Refine my movements into sequences. • Dance movements are clear and fluent. • Know that dance can express a variety of things. 	<ul style="list-style-type: none"> • Body is balanced. • Shapes are controlled. • I plan, perform and repeat sequences. • Sequences include changes in speed and level. • I work on improving strength and suppleness by practising stretches and shapes 	<ul style="list-style-type: none"> • Select and use the most appropriate skills, actions and ideas. • Choose the appropriate tactics to cause a problem for the opposition. • Follow rules in a game. • Keep possession of a ball (feet, hockey stick, hands). • Improvise with ideas and movements. • Use plans and diagrams to help me get from one place to another. • Enjoy solving problems or challenges outdoors. 	<ul style="list-style-type: none"> • Work and behave safely. • Discuss I say how work is like and different from others. • Use this understanding to improve own performance. • Give reasons why warming up before an activity is important. • Give reasons why physical activity is good for health

Suggested sport studies:

Year 3: Tennis Netball Rounders Gym Athletics Dance

Year 4: Badminton Cricket Gym Football Athletics Dance

	Movement and control 	Dance 	Gymnastics 	Planning and implementing	Evaluating and reflecting
P.E Year 4	<ul style="list-style-type: none"> • Move with co-ordination and control. • Throw and catch a ball with control and accuracy. • Strike a ball and field with control. • Sprint over a short distance. • Run over a longer distance, conserving energy. • Have a range of throwing techniques (underarm, over arm, putting and hurling). • Throw with accuracy to hit a target. • Jump in several ways, sometimes using a short run-up 	<ul style="list-style-type: none"> • Dance movements communicate an idea. • Refine my movements into sequences. • Dance movements are clear and fluent. • Know that dance can express a variety of things. 	<ul style="list-style-type: none"> • Body is balanced. • Shapes are controlled. • I plan, perform and repeat sequences. • Sequences include changes in speed and level. • I work on improving strength and suppleness by practising stretches and shapes 	<ul style="list-style-type: none"> • Select and use the most appropriate skills, actions and ideas. • Choose the appropriate tactics to cause a problem for the opposition. • Follow rules in a game. • Keep possession of a ball (feet, hockey stick, hands). • Improvise with ideas and movements. • Use plans and diagrams to help me get from one place to another. • Enjoy solving problems or challenges outdoors. 	<ul style="list-style-type: none"> • Work and behave safely. • Discuss I say how work is like and different from others. • Use this understanding to improve own performance. • Give reasons why warming up before an activity is important. • Give reasons why physical activity is good for health

Suggested sport studies:

Year 3: Tennis Netball Rounders Gym Athletics Dance

Year 4: Badminton Cricket Gym Football Athletics Dance

	Movement and control 	Dance 	Gymnastics 	Planning and implementing	Evaluating and reflecting
P.E Year 5	<ul style="list-style-type: none"> • Link skills, techniques and ideas and apply them accurately and appropriately. • Choose the most appropriate tactics in a game. • Use forehand and backhand when playing racket games. • Field well. • Use a variety of techniques to pass. • Strike a bowled ball. • Work with a team or alone to gain possession of the ball. • Combine running and jumping well. • Show accurate control, speed, strength and stamina in my athletics. 	<ul style="list-style-type: none"> • Creative and imaginative in composing my own dances. • Perform expressively. • Show precision, control and fluency. • Dance matches the mood of the accompanying music 	<ul style="list-style-type: none"> • I am controlled and skilful in actions and movements. • Movements are controlled and express emotion or feeling. • Make complex sequences that include changes in direction, level and speed. • Combine actions, shapes and balances in gymnastic performance. • Movements are clear, accurate and consistent. • Prepare and perform to an audience. • I practise and perform with control. • Movements include very controlled balances, shapes, levels and actions. 	<ul style="list-style-type: none"> • Link skills, techniques and ideas and apply them accurately and appropriately. • Choose the most appropriate tactics in a game. • I am creative and imaginative in composing own dances. • Select and combine skills, techniques and ideas. • Apply skills, techniques and ideas accurately, appropriately and consistently. • Use tactics and follow rules. • Plan approach to attacking and defending. • Know and follow event rules. • Use senses to assess risks and adapt plans accordingly. • Prepare well by considering safety first. • Plan with others, seeking advice 	<ul style="list-style-type: none"> • Explain and apply basic safety principles in preparing for exercise. • Analyse and comment on skills and techniques and how they are applied in own and in others' work. • Modify and refine skills and techniques to improve performance. • Explain how different parts of body react during different types of exercise. • Warm up and cool down in ways that suit the activity. • Describe why regular, safe exercise is good for fitness and health.
<p>Suggested sport studies:</p> <p>Year 5: Tennis Athletics Dance Rounders Gym Basketball</p> <p>Year 6: Hockey Athletics Gym Badminton Dance Cricket Bikability (optional)</p>					

	Movement and control 	Dance 	Gymnastics 	Planning and implementing	Evaluating and reflecting
P.E Year 6	<ul style="list-style-type: none"> • Link skills, techniques and ideas and apply them accurately and appropriately. • Choose the most appropriate tactics in a game. • Use forehand and backhand when playing racket games. • Field well. • Use a variety of techniques to pass. • Strike a bowled ball. • Work with a team or alone to gain possession of the ball. • Combine running and jumping well. • Show accurate control, speed, strength and stamina in my athletics. 	<ul style="list-style-type: none"> • Creative and imaginative in composing my own dances. • Perform expressively. • Show precision, control and fluency. • Dance matches the mood of the accompanying music 	<ul style="list-style-type: none"> • I am controlled and skilful in actions and movements. • Movements are controlled and express emotion or feeling. • Make complex sequences that include changes in direction, level and speed. • Combine actions, shapes and balances in gymnastic performance. • Movements are clear, accurate and consistent. • Prepare and perform to an audience. • I practise and perform with control. • Movements include very controlled balances, shapes, levels and actions. 	<ul style="list-style-type: none"> • Link skills, techniques and ideas and apply them accurately and appropriately. • Choose the most appropriate tactics in a game. • I am creative and imaginative in composing own dances. • Select and combine skills, techniques and ideas. • Apply skills, techniques and ideas accurately, appropriately and consistently. • Use tactics and follow rules. • Plan approach to attacking and defending. • Know and follow event rules. • Use senses to assess risks and adapt plans accordingly. • Prepare well by considering safety first. • Plan with others, seeking advice 	<ul style="list-style-type: none"> • Explain and apply basic safety principles in preparing for exercise. • Analyse and comment on skills and techniques and how they are applied in own and in others' work. • Modify and refine skills and techniques to improve performance. • Explain how different parts of body react during different types of exercise. • Warm up and cool down in ways that suit the activity. • Describe why regular, safe exercise is good for fitness and health.
<p>Suggested sport studies:</p> <p>Year 5: Tennis Athletics Dance Rounders Gym Basketball</p> <p>Year 6: Hockey Athletics Gym Badminton Dance Cricket Bikability (optional)</p>					