

Meriden C of E Primary School - National Curriculum for PE by Year Group

Foundation Stage	<u>ELG</u> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.			<u>Moving and handling</u> <ul style="list-style-type: none">• Experiments with different ways of moving.• Jumps off an object and lands appropriately.• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.• Travels with confidence and skill around, under, over and through balancing and climbing equipment.• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.• Uses simple tools to effect changes to materials.• Handles tools, objects, construction and malleable materials safely and with increasing control.• Shows a preference for a dominant hand.• Begins to use anticlockwise movement and retrace vertical lines.• Begins to form recognisable letters.• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.			
	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<p><i>Pupils should develop fundamental movement skills.</i></p> <p><i>Access a range of opportunities to extend their agility, balance and coordination, individually and with others.</i></p> <p>DANCE</p> <ul style="list-style-type: none">• Explore movement ideas and respond imaginatively to a range of stimuli• Move confidently and safely in their own and general space, using changes of speed, level and direction <p>GAMES</p> <ul style="list-style-type: none">• be confident and safe in the spaces used to play games• explore and use skills, actions and ideas	<p><i>Pupils should develop fundamental movement skills and become increasingly competent and confident.</i></p> <p><i>Have access to a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</i></p> <p>DANCE</p> <ul style="list-style-type: none">• explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance <p>GAMES</p> <ul style="list-style-type: none">• improve the way they coordinate and control		<p><i>Pupils should develop fundamental movement skills and become increasingly competent and confident.</i></p> <p>DANCE</p> <ul style="list-style-type: none">• improvise freely on their own and with a partner, translating ideas from a stimulus into movement <p>GAMES</p> <ul style="list-style-type: none">• consolidate and improve the quality of their techniques and their ability to link movements• develop the range and consistency of their skills in all games <p>ATHLETICS</p> <ul style="list-style-type: none">• consolidate the quality and the range of techniques they use for particular activities	<p><i>Pupils should begin to develop a wide range of skills for movement and learn to apply them.</i></p> <p>DANCE</p> <ul style="list-style-type: none">• explore and create characters and narratives in response to a range of stimuli <p>GAMES</p> <ul style="list-style-type: none">• develop the range and consistency of their skills in all games <p>ATHLETICS</p> <ul style="list-style-type: none">• consolidate and improve the quality, range and consistency of the techniques they use for particular activities <p>GYM</p> <ul style="list-style-type: none">• develop the range of actions, body shapes and	<p><i>Pupils should begin to develop a wide range of skills for movement and learn to apply them.</i></p> <p><i>Pupils should learn to apply and use skills in different ways.</i></p> <p><i>Begin to link them to make actions and sequences of movement.</i></p> <p>DANCE</p> <ul style="list-style-type: none">• explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group <p>GAMES</p> <ul style="list-style-type: none">• develop a broader range of techniques and skills for attacking and defending• develop consistency in	<p><i>Pupils should begin to develop a wide range of skills for movement and learn to apply them.</i></p> <p><i>Pupils should learn to apply and use skills in different ways.</i></p> <p><i>Pupils should be competent to link them to make actions and sequences of movement.</i></p> <p>DANCE</p> <ul style="list-style-type: none">• explore, improvise and combine movement ideas fluently and effectively <p>GAMES</p> <ul style="list-style-type: none">• choose, combine and perform skills more fluently and effectively in invasion, striking and net games



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	<p>individually and in combination to suit the game they are playing</p> <p>ATHLETICS</p> <ul style="list-style-type: none"> remember, repeat and link combinations of actions <p>GYM</p> <ul style="list-style-type: none"> explore gymnastics actions and still shapes move confidently and safely in their own and general space, using change of speed and direction 	<p>their bodies and a range of equipment</p> <ul style="list-style-type: none"> remember, repeat and link combinations of skills <p>ATHLETICS</p> <ul style="list-style-type: none"> use their bodies and a variety of equipment with greater control and coordination <p>GYM</p> <ul style="list-style-type: none"> remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision 	<p>GYM</p> <ul style="list-style-type: none"> consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements 	<p>balances they include in a performance</p> <ul style="list-style-type: none"> perform skills and actions more accurately and consistently 	<p>their skills</p> <p>ATHLETICS</p> <ul style="list-style-type: none"> develop the consistency of their actions in a number of events <p>GYM</p> <ul style="list-style-type: none"> perform actions, shapes and balances consistently and fluently in specific activities 	<p>ATHLETICS</p> <ul style="list-style-type: none"> develop the consistency of their actions in a number of events increase the number of techniques they use <p>GYM</p> <ul style="list-style-type: none"> combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas
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<p>Selecting and applying skills, tactics and compositional ideas</p>	<p><i>Children should participate in team games.</i></p> <p><i>Perform dances using simple movement patterns.</i></p> <p>DANCE</p> <ul style="list-style-type: none"> compose and link movement to make simple dances with clear beginnings, middles and ends perform movement phrases using a range of body actions and body parts <p>GAMES</p> <ul style="list-style-type: none"> choose and use skills effectively for particular games <p>ATHLETICS</p> <ul style="list-style-type: none"> use their bodies and a variety of equipment with control and coordination <p>GYM</p> <ul style="list-style-type: none"> copy or create and link movement phrases with beginnings, middles and ends perform movement phrases using a range of body actions and body parts 	<p><i>Children should participate in team games developing simple tactics for attacking and defending.</i></p> <p><i>Apply basic skills of running, jumping, throwing and catching, along with balance, agility and co-ordination in a range of activities.</i></p> <p>DANCE</p> <ul style="list-style-type: none"> compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas <p>GAMES</p> <ul style="list-style-type: none"> choose, use and vary simple tactics for a range of specific games. <p>ATHLETICS</p> <ul style="list-style-type: none"> use their bodies and a variety of equipment with accuracy. <p>GYM</p> <ul style="list-style-type: none"> choose, use and vary simple compositional ideas in the sequences they create and perform. 	<p><i>Apply basic principles for attacking and defending.</i></p> <p><i>Develop flexibility, strength, technique, control and balance.</i></p> <p><i>Perform dances using a range of movement patterns.</i></p> <p>DANCE</p> <ul style="list-style-type: none"> create and link dance phrases using a simple dance structure or motif perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups <p>GAMES</p> <ul style="list-style-type: none"> improve their ability to choose and use simple tactics and strategies keep, adapt and make rules for striking and fielding and net games <p>ATHLETICS</p> <ul style="list-style-type: none"> develop their ability to choose and use simple tactics and strategies in different situations <p>GYM</p> <ul style="list-style-type: none"> Improve their ability to select appropriate actions and use simple compositional ideas 	<p><i>Apply basic principles for attacking and defending.</i></p> <p><i>Develop flexibility, strength, technique, control and balance.</i></p> <p><i>Perform dances using a range of movement patterns.</i></p> <p>DANCE</p> <ul style="list-style-type: none"> use simple choreographic principles to create motifs and narrative perform complex dance phrases and dances that communicate character and narrative <p>GAMES</p> <ul style="list-style-type: none"> devise and use rules keep, adapt and make rules for striking and fielding and net games use and adapt tactics in different situations <p>ATHLETICS</p> <ul style="list-style-type: none"> develop their ability to choose and use a range of tactics and strategies in different situations <p>GYM</p> <ul style="list-style-type: none"> create gymnastic sequences that meet a theme or set of conditions use compositional devices when creating their sequences, such as changes in speed, level and direction 	<p><i>Play competitive games, modified where appropriate, e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis.</i></p> <p>DANCE</p> <ul style="list-style-type: none"> compose dances by using adapting and developing steps, formations and patterning from different dance styles perform dances expressively, using a range of performance skills <p>GAMES</p> <ul style="list-style-type: none"> know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations choose and apply skills more consistently in all activities <p>ATHLETICS</p> <ul style="list-style-type: none"> begin to choose appropriate techniques for events <p>GYM</p> <ul style="list-style-type: none"> choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations 	<p><i>Play competitive games, modified where appropriate, e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis.</i></p> <p><i>Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</i></p> <p>DANCE</p> <ul style="list-style-type: none"> create and structure motifs, phrases, sections and whole dances begin to use basic compositional principles when creating their dances <p>GAMES</p> <ul style="list-style-type: none"> understand, choose and apply a range of tactics and strategies for defence and attack use these tactics and strategies more consistently in similar games <p>ATHLETICS</p> <ul style="list-style-type: none"> choose and apply appropriate techniques for specific events <p>GYM</p> <ul style="list-style-type: none"> develop their own gymnastic sequences by understanding, choosing and applying a range of compositional\ principles
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<p>Knowledge and understanding of fitness and health</p>	<p><i>Children should be taught to become physically confident in a way that supports their health and fitness.</i></p> <p>DANCE</p> <ul style="list-style-type: none"> recognise how their body feels when still and exercising <p>GAMES</p> <ul style="list-style-type: none"> know that being active is good for them and fun <p>ATHLETICS</p> <ul style="list-style-type: none"> recognise and describe what their bodies feel like during different types of activity <p>GYM</p> <ul style="list-style-type: none"> know how to carry and place apparatus recognise how their body feels when still and when exercising 	<p><i>Children should be taught to become physically confident in a way that supports their health and fitness.</i></p> <p>DANCE</p> <ul style="list-style-type: none"> recognise and describe how different dance activities make them feel understand the importance of warming up and cooling down <p>GAMES</p> <ul style="list-style-type: none"> recognise and describe what their bodies feel like during different types of activity <p>ATHLETICS</p> <ul style="list-style-type: none"> recognise and describe what their bodies feel like during different types of activity <p>GYM</p> <ul style="list-style-type: none"> recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely 	<p><i>Children should be taught to become physically confident in a way that supports their health and fitness.</i></p> <p>DANCE</p> <ul style="list-style-type: none"> keep up activity over a period of time and know they need to warm up and cool down for dance <p>GAMES</p> <ul style="list-style-type: none"> know and describe the short-term effects of different exercise activities on the body know how to improve stamina begin to understand the importance of warming up <p>ATHLETICS</p> <ul style="list-style-type: none"> know, measure and describe the short-term effects of exercise on the body <p>GYM</p> <ul style="list-style-type: none"> recognise and describe the short term effects of exercise on the body during different activities know the importance of suppleness and strength 	<p><i>Children should be taught to become physically confident in a way that supports their health and fitness.</i></p> <p>DANCE</p> <ul style="list-style-type: none"> know and describe what you need to do to warm up and cool down for dance <p>GAMES</p> <ul style="list-style-type: none"> recognise which activities help their speed, strength and stamina and know when they are important in games recognise how specific activities affect their bodies <p>ATHLETICS</p> <ul style="list-style-type: none"> describe how the body reacts to different types of activity <p>GYM</p> <ul style="list-style-type: none"> describe how the body reacts during different types of activity and how this affects the way they perform 	<p><i>Children should be taught to become physically confident in a way that supports their health and fitness.</i></p> <p>DANCE</p> <ul style="list-style-type: none"> organise their own warm-up and cool-down activities to suit the dance show an understanding of why it is important to warm up and cool down <p>GAMES</p> <ul style="list-style-type: none"> know and understand the basic principles of warming up, and understand why it is important for a good-quality performance understand why exercise is good for their fitness, health and wellbeing <p>ATHLETICS</p> <ul style="list-style-type: none"> understand the basic principles of warming up understand why exercise is good for fitness, health and wellbeing <p>GYM</p> <ul style="list-style-type: none"> know and understand the basic principles of warming up and why it is important for good quality performance understand why physical activity is good for their health 	<p><i>Children should be taught to become physically confident in a way that supports their health and fitness.</i></p> <p>DANCE</p> <ul style="list-style-type: none"> understand why dance is good for their fitness, health and wellbeing prepare effectively for dancing <p>GAMES</p> <ul style="list-style-type: none"> understand why exercise is good for their fitness, health and wellbeing understand the need to prepare properly for games <p>ATHLETICS</p> <ul style="list-style-type: none"> understand the importance of warming up understand why exercise is good for fitness, health and wellbeing <p>GYM</p> <ul style="list-style-type: none"> understand why warming-up and cooling-down are important understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves carry out warm ups safely and effectively
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<p>Evaluating and improving performance</p>	<p><i>To watch, copy and describe what they have done.</i></p> <p>.</p> <p>DANCE</p> <ul style="list-style-type: none"> talk about dance ideas inspired by different stimuli copy, watch and describe dance movement <p>GAMES</p> <ul style="list-style-type: none"> watch, copy and describe what others are doing describe what they are doing <p>ATHLETICS</p> <ul style="list-style-type: none"> watch and copy what they and others have done <p>GYM</p> <ul style="list-style-type: none"> watch copy and describe what they and others have done 	<p><i>To watch, copy and describe what they have done.</i></p> <p><i>To know the effect of exercise on the body.</i></p> <p>DANCE</p> <ul style="list-style-type: none"> watch and describe dance phrases and dances and use what they learn to improve their own work <p>GAMES</p> <ul style="list-style-type: none"> recognise good quality in performance use information to improve their work <p>ATHLETICS</p> <ul style="list-style-type: none"> watch, copy and describe what they and others have done <p>GYM</p> <ul style="list-style-type: none"> improve their work using information they have gained by watching, listening and investigating 	<p><i>Learn to communicate, collaborate and compete with each other.</i></p> <p><i>To evaluate their own performance</i></p> <p>DANCE</p> <ul style="list-style-type: none"> describe and evaluate some of the compositional features of dances performed with a partner and in a group talk about how they might improve their dances <p>GAMES</p> <ul style="list-style-type: none"> recognise good performance and identify the parts of a performance that need improving use what they have learned to improve their work <p>ATHLETICS</p> <ul style="list-style-type: none"> describe the effectiveness of performances, and begin to recognise aspects of performances that need improving <p>GYM</p> <ul style="list-style-type: none"> describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved. 	<p><i>Learn to communicate, collaborate and compete with each other.</i></p> <p><i>To evaluate their own performance</i></p> <p>DANCE</p> <ul style="list-style-type: none"> describe, interpret and evaluate their own and others' dances, taking account of character and narrative <p>GAMES</p> <ul style="list-style-type: none"> explain their ideas and plans recognise aspects of their work that need improving suggest practices to improve their play <p>ATHLETICS</p> <ul style="list-style-type: none"> describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving <p>GYM</p> <ul style="list-style-type: none"> describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved 	<p><i>Compare performances with previous ones and demonstrate improvement to achieve their personal best</i></p> <p>DANCE</p> <ul style="list-style-type: none"> describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context <p>GAMES</p> <ul style="list-style-type: none"> choose and use information to evaluate their own and others' work suggest improvements in own and others' performances <p>ATHLETICS</p> <ul style="list-style-type: none"> evaluate their own and others' work <p>GYM</p> <ul style="list-style-type: none"> choose and use information and basic criteria to evaluate their own and others' work 	<p><i>Compare performances with previous ones and demonstrate improvement to achieve their personal best</i></p> <p>DANCE</p> <ul style="list-style-type: none"> understand how a dance is formed and performed evaluate, refine and develop their own and others work <p>GAMES</p> <ul style="list-style-type: none"> develop their ability to evaluate their own and others' work, and to suggest ways to improve it know why warming up and cooling down are important <p>ATHLETICS</p> <ul style="list-style-type: none"> evaluate their own and others' work and suggest ways to improve it <p>GYM</p> <ul style="list-style-type: none"> evaluate their own and others' work suggest ways of making improvements
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Swimming	<p>BEGINNERS</p> <p>To be taught in ANY 1 KS1 year group</p> <p><i>Swim competently, confidently and proficiently over a distance of at least 25 metres</i></p> <p><i>Use strokes effectively (e.g front crawl, back stroke and breast stroke)</i></p> <p><i>Perform safe self-rescue in different water- based situations.</i></p> <ul style="list-style-type: none">work with confidence in the waterexplore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; use legs in kicking actions; hold their breath under waterremember, repeat and link skillsknow how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular directionimprove the control and co-ordination of their bodies in waterknow that being active is fun and good for themrecognise what their bodies feel like during different activitieswatch, copy and describe what they and others have done and use the information to improve their work				<p>DEVELOPING COMPETANCY</p> <p>To be taught in ANY 1 KS2 year group</p> <p><i>Swim competently, confidently and proficiently over a distance of at least 25 metres</i></p> <p><i>Use strokes effectively (e.g front crawl, back stroke and breast stroke)</i></p> <p><i>Perform safe self -rescue in different water- based situations.</i></p> <ul style="list-style-type: none">consolidate and develop the quality of their skills e.g front crawl, back crawl, breaststroke, floating, survival skillsimprove linking movements and actionschoose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challengesknow and describe the short-term effects of exercise on the body and how it reacts to different types of activitydescribe and evaluate the quality of swimming and recognise what needs improving			
Orienteering/ Outdoor Activities			<ul style="list-style-type: none">recognise their own spaceexplore finding different places <p><i>Take part in outdoor and adventurous activity challenges, both individually and as part of a team.</i></p> <ul style="list-style-type: none">follow simple routes and trails, orientating themselves successfullysolve simple challenges and problems successfullyrecognise and describe how their body feels during exerciseobserve what they and others have done and use their observations to improve their performance	<ul style="list-style-type: none">develop the range and consistency of their skills and work with others to solve challenges <p><i>Take part in outdoor and adventurous activity challenges, both individually and as part of a team.</i></p> <ul style="list-style-type: none">choose and apply strategies and skills to meet the requirements of a task or challengerecognise the effect of different activities on the body and to prepare for them physicallywork safelydescribe and evaluate their own and others' performances, and identify areas that need improving	<ul style="list-style-type: none">decide what approach to use to meet the challenge set <p><i>Take part in outdoor and adventurous activity challenges, both individually and as part of a team.</i></p> <ul style="list-style-type: none">understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeingsee the importance of a group or team plan, and the value of pooling ideas	<ul style="list-style-type: none">adapt their skills and understanding as they move from familiar to unfamiliar environments <p><i>Take part in outdoor and adventurous activity challenges, both individually and as part of a team.</i></p> <ul style="list-style-type: none">understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeingimprove their performance by changing or adapting their approaches as needed		

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