

Physical Education Skill(s), Thinking and Social Strands Document 2023-24

Nation Curriculum Aims for PE:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities, lead healthy and active lives

	Basic Movement (Inc. Running, Jumping, Hitting)	Throw and Catch	Competitive Games	Gymnastics	Dance	Outdoor Adventurous Activity
Nursery	<ul style="list-style-type: none"> • Can experiment with different ways of moving • Can begin to find space with more confidence when playing games 	<ul style="list-style-type: none"> • Roll and stop a ball • Begin to catch a large ball 	<ul style="list-style-type: none"> • Can take turns • Can follow instructions 	<ul style="list-style-type: none"> • Jump off object and land appropriately 	<ul style="list-style-type: none"> • Stop and start when commands or music are heard 	
Reception	<ul style="list-style-type: none"> • Can confidently move in a range of way, safely negotiating space 	<ul style="list-style-type: none"> • Throw underarm • Can catch with 2 hands 	<ul style="list-style-type: none"> • Follow 1 or 2 rules • Play in team or as one group 	<ul style="list-style-type: none"> • Use the body to make a variety of shapes, stretches and balances 	<ul style="list-style-type: none"> • Begin to control the body in a variety of way 	
Year 1	<ul style="list-style-type: none"> • Move and stop safely • Move around space safely 	<ul style="list-style-type: none"> • Throw in different ways 	<ul style="list-style-type: none"> • Can stay in a zone during a game 	<ul style="list-style-type: none"> • Can climb safely • Relax, tense and stretch the body 	<ul style="list-style-type: none"> • Change rhythm, speed, level and direction 	
Year 2	<ul style="list-style-type: none"> • Move around space confidently in different ways • Start to find space in small games 	<ul style="list-style-type: none"> • Throw and catch with confidence and success 	<ul style="list-style-type: none"> • Can play simple team games with basic attack and defend tactics 	<ul style="list-style-type: none"> • Can make a sequence by linking sections together 	<ul style="list-style-type: none"> • Control my movements and use contrast 	
Year 3	<ul style="list-style-type: none"> • Find space during a game with confidence • Change direction and speed of movement confidently in a variety of games and activities 	<ul style="list-style-type: none"> • Throw and catch under limited pressure • Begin to throw and catch in small sided games 	<ul style="list-style-type: none"> • Keep possession with some success • Know and use rules fairly to keep games going 	<ul style="list-style-type: none"> • Compare and contrast gymnastic sequences (commenting on similarities and differences) 	<ul style="list-style-type: none"> • Improvise, create and develop an idea from a stimulus 	<ul style="list-style-type: none"> • Move from one location to another following a map • Use clues to follow a route – with safety
Year 4	<ul style="list-style-type: none"> • Move into spaces during games to support team • Throw in different ways and hit a target • Can jump in different ways 	<ul style="list-style-type: none"> • Catch with one hand • Throw (a variety of objects) with accuracy 	<ul style="list-style-type: none"> • Aware of space and use it to support team mates • Develop attack and defend tactics in small sided games 	<ul style="list-style-type: none"> • Adapt sequences to suit different apparatuses • Can work with a partner and adapt sequences to suit all partners 	<ul style="list-style-type: none"> • Can use dance to communicate and idea or feelings • Dance moves are clear and fluent 	<ul style="list-style-type: none"> • Follow a map in a familiar context • Follow a route accurately, safely and within a time limit
Year 5	<ul style="list-style-type: none"> • Can, and knows, when to change speed and direction in a game • Combine running and jumping • Hit a ball with accuracy (with a variety of objects) 	<ul style="list-style-type: none"> • Throw and hit a target 	<ul style="list-style-type: none"> • Can vary tactics and adapt skills according to what is happening • Can keep possession of the ball 	<ul style="list-style-type: none"> • Combine action, balance and shape 	<ul style="list-style-type: none"> • Refine dance moves and make them fluid • Compose my own dance • Can evaluate performance (own and others) 	<ul style="list-style-type: none"> • Follow a map in a more demanding familiar context
Year 6	<ul style="list-style-type: none"> • Can recap specific skills and sequences learnt previously in a range of activities • Combine running and jumping in a variety of activities • Control take offs and landings 	<ul style="list-style-type: none"> • Play a variety of games involving throwing and catching with some confidence and skill 	<ul style="list-style-type: none"> • Use a number of techniques to pass, dribble and shoot • Explain complicated rules • Understand and demonstrate the importance of fair play 	<ul style="list-style-type: none"> • Make a complex or extended sequences • Perform consistently with clear accurate movements 	<ul style="list-style-type: none"> • Perform dance with clarity, fluency and consistency • Can compare dances, evaluate previous performance and outline improvements 	<ul style="list-style-type: none"> • Follow a map in and unknown location • Use clues and compass direction to navigate a route • Change route if there is a problem



	Thinking Skills (Head)	Social Skills (Heart)
Nursery	<ul style="list-style-type: none"> • Copy sequences and repeat them 	<ul style="list-style-type: none"> • Confident in trying new activities
Reception	<ul style="list-style-type: none"> • Answer "how" and "why" questions about their experiences (activities) 	<ul style="list-style-type: none"> • Show sensitivity (understand when and why a person is upset) to others' needs and feelings & form positive relationships • Can take turns •
Year 1	<ul style="list-style-type: none"> • Follow rules • Plan and show a sequence of movements 	<ul style="list-style-type: none"> • Listen carefully to my teacher and class-mates • Can work well with others • Can play with and share equipment
Year 2	<ul style="list-style-type: none"> • Link movements together to create a sequence • Show mood or a feeling in movements 	<ul style="list-style-type: none"> • Try to help others • Play as part of a team • Can work on my own or with others to make a sequence
Year 3	<ul style="list-style-type: none"> • Explain what "strength" and "suppleness" are and how they affect performance • Compare and contrast gymnastic sequences - noting similarities and differences • Know and use rules fairly to keep games going 	<ul style="list-style-type: none"> • Agree rules with others and play fairly with them • Can work well in small groups • Begin to know school values linked to PE *1 and our Christian values
Year 4	<ul style="list-style-type: none"> • Can adapt sequences (or tactics) to suit the needs of partners / team mates • Work with partners to create, repeat and improve sequence • Can begin to evaluate own performances and suggest improvements • Develop recapping skills 	<ul style="list-style-type: none"> • Set personal goals to improve myself in PE • Demonstrate how to adapt and activity to suit all abilities • Take the lead when working with a partner or group
Year 5	<ul style="list-style-type: none"> • Choose the best tactics for attacking and defending – but offer changes when needed • Follow a set of rules to produce a sequence • Develop recapping skills 	<ul style="list-style-type: none"> • Try not to get upset or angry when playing with others • Listen to ideas and follow their instructions • Control my feelings when winning or losing – but remain determined in a controlled way
Year 6	<ul style="list-style-type: none"> • Choose my own music, style and dance • Explain complicated rules • Apply rules to fairly manage a game the others are playing • Evaluate performances and offer solutions • Use recapping skills on a variety of activities with specific links to past learning 	<ul style="list-style-type: none"> • Communicate well with others – and explain why we should play fairly, friendly and caring • Lead by example • Understand the importance of fair play • Use positive and supportive language when playing with or against others • Can explain clearly, to others, ideas plans and tactics.

