

Physical Education Key Skills *(end of year expectations)*

	Team Games	Sending and Striking	Strategy	Dance	Athletics	Gymnastics	Outdoor and Adventurous	Swimming
Year 1	Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.	Pat, throw, kick, stop and sometimes catch a ball.	Accurately shadow a partners movements.	Create simple movement patterns, showing awareness of rhythm.	Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction.	Show control and coordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words (e.g. roll, travel and balance.)	Follow a simple route around the school grounds or a given outdoor space.	New Curriculum: By the end of key stage 2 children should have been taught to:
Year 2	Pass a ball, bean bag or tag in a team game, working collaboratively.	Stop or catch a projectile, such as a bean bag, or ball, and hit with a bat or racket.	Use a range of simple tactics to aid attacking/defending.	Perform movements to express ideas, emotions or feelings and repeat dance phrases.	Run a short distance with coordination and speed. Throw a projectile overarm. Jump from one foot, landing on the opposite or both feet.	Balance and move over, under and through apparatus, creating a variety of shapes with the body and distinguishing a well-performed move.	Move over, under and through spaces and obstacles outdoors.	-Swim competently, confidently and proficiently over a distance of atleast 25 metres
Year 3	Create their own games, adapting rules and displaying knowledge of warm ups and cool downs.	Keep control of ball-based equipment (e.g. a hockey stick), working effectively as part of a team.	Choose tactics/a suitable strategy to cause problems for the opposition.	Compare, develop and adapt movements and motifs to create movement patterns.	Demonstrate a range of throwing techniques, using accuracy and power and perform a range of jumps, sometimes with run ups.	Vary height and speed in a sequence of gymnastic movements.	Work effectively as a team to safely navigate to familiar places, solving problems and evaluating their performance.	- Use a range of strokes effectively e.g. front crawl, backstroke.
Year 4	Follow rules and play more challenging team games, such as rounders, hockey, non-stop cricket and team-tag.	Throw, catch, strike, and field a ball with control and accuracy.	Work effectively as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition.	Improvise and move with precision, control and fluency in response to a range of stimuli.	Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting.	Combine movements, actions and balances individually or collaboratively, to create a fluid routine.	Respond positively to increased challenges and other team members, showing ability to listen to feedback.	- Perform safe self-rescue in different water-based situations.
Year 5	Explain, evaluate and develop ideas and plans for a game that includes a scoring system.	Use different techniques and skills to pass, dribble, travel and shoot in ball games.	Mark an opposing player or players, preventing them from gaining possession.	Vary dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group.	Understand how power and stamina is developed and how it improves performance.	Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength.	Plan routes and orientate a maps, responding positively to increasing challenges, listening to feedback and evaluating their role.	
Year 6	Use and adapt tactics, choosing the most effective ones for different situations.	Select and perform combinations of sending and striking skills with confidence, accuracy and consistency.	Apply tactical Knowledge effectively in attacking and defending situations.	Move in time to music, creating movements that express the meaning and mood of the piece.	Demonstrate a high level of control, speed and stamina when running, jumping and throwing and suggest ways to improve their performance.	Combine and perform gymnastic actions, using whole body, adapting movements and balances to a routine so that they fit into a sequence.	Lead groups in problem solving, analysing their own effectiveness as a team leader.	