

	<u>EYFS</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
<u>Fit to Perform</u>	1. Can show good control and coordination in large and small movements.	1. Holds moments of stillness on different patches with control.	1. Holds balances using points by reducing the number or size of contact points.	1. Performs in gym/dance with timing and rhythm, exploring use of space through different levels, directions and pathways.	1. Can develop a sequence using a range of body shapes (such as star, pin, ball, twist, tuck and pike) and dynamic movements such as flight, rotation and travel.	1. Creates and performs sequences/routines in a pair or group using aesthetic devices such as: symmetry/asymmetry; matching and mirroring; changes in levels, speed and direction.	1. Successfully combines relevant techniques and components of fitness in a gymnastics/dance routine.
	2. Move confidently in a range of ways, safely negotiating space.	2. Travels with coordination and control.	2. Performs simple movement patterns in dance, gym or athletic activity with agility, control and rhythm.	2. Uses travelling, jumping, throwing and catching skills in combination to good effect.	2. Can successfully dribble (feet or hands), pass (chest/bounce or with feet) strike and field a ball with increasing accuracy in small-sided games.	2. Successfully applies skills to effectively fulfil a specific position/role in a small-sided game.	2. Successfully applies relevant skills and components of fitness to a personal challenge or a small-sided game situation.
	3. Awareness of your own space and be able to perform cross body movements (skip, hop, gallop and jump).	3. Successfully throws and kicks at a target with increasing accuracy and control.	3. Successfully executes throws and catches in small sided conditioned activities.	3. Demonstrates good object manipulation and control with hands or feet and implements (i.e. bats and/or rackets)	3. Demonstrates how to create and deny space in small-sided games, choosing and applying simple tactics.	3. Executes effective attacking tactics in a small-sided game situation.	3. Executes effective defending tactics in a game situation.
<u>Fit to Lead</u>	4. Displays confidence to try new activities, and say how they like some activities more than others.	4. Follows simple instructions accurately.	4. Follows instructions and can be trusted to work independently.	4. Improves an activity or performance effectively with others through listening and putting forward their own ideas.	4. Confidently communicates the information on a task card in order to organise a pair or small group activity.	4. Creates a safe health-related fitness (HRF) circuit (independently or with others) and confidently demonstrates and explains at least one of the stations.	4. Can swim a minimum of 25m; use a range of strokes effectively; and perform safe self-rescue as per national expectations.
	5. Develop social skills and learn how to manage their feelings; understanding the appropriate behaviour in groups.	5. Shows confidence to perform in front of a small audience of peers.	5. Cooperates fairly and effectively in physical activities with a range of partners.	5. Leads by example by working with enthusiasm and encouraging members of their team/group.	5. Cooperates well in larger groups helping their group to function effectively.	5. Effectively undertakes a role that helps other performers such as: Guide (disability sport or OAA); Coach/manager; Official.	5. Works effectively in a team to plan and organise a safe disability/adapted sport session.
	6. Displays confidence in their own ability to succeed in the lesson.	6. Respects themselves by trying their best and showing resilience if success is not immediate.	6. Competes showing positive behaviours whatever the outcome of the competition.	6. When given clear criteria they accurately describe the performance of a peer, offering at least one strength and one aspect that could be even better.	6. When given clear criteria they accurately describes the performance of a peer, offering at least one strength and one aspect that could be even better.	6. Accurately compares their own performance with previous ones and sets ambitious targets to improve.	6. Competes enthusiastically and fairly within the rules, respecting the officials and the opposition.
<u>Fit for Life</u>	7. Understands the importance of good health of physical exercise and a healthy diet.	7. Is always prepared to work safely in PE by being prepared with the correct footwear and kit.	7. Works safely with others during activity and when using/carrying equipment.	7. Works safely in a group/team setting, showing consideration and respect for peers of all backgrounds and abilities.	7. Manages their behaviours and emotions well so that they are modest when successful, gracious when less so, and respectful of others at all times.	7. Knows the basic 'energy balance' model and can explain how healthy eating contributes to fuelling for physical activity.	7. With guidance accurately describes the performance of their team/group and their contribution to it.
	8. Can manage their own basic hygiene and personal needs including dressing for PE.	8. Describes the changes to their body temperature and breathing rate when they become active.	8. Knows the function of the heart and can demonstrate how to raise and lower their heart rate when preparing for and recovering from physical activity.	8. Knows the function of lungs and can demonstrate how to raise and lower their breathing rate when preparing for and recovering from physical activity.	8. Knows the names and locations of the following muscles: biceps; triceps; quadriceps; hamstring; abdominal; and calf muscles.	8. Knows the '5 S's' of fitness: strength, stamina, suppleness; speed; skill; and can describe each.	8. Applies their safety knowledge to new and unfamiliar environments, including water.
	9. Can explain when they require help or not in the PE lesson.	9. With encouragement, can sustain the effort and focus required for an active PE lesson.	9. Can independently sustain the effort and focus required for an active PE lesson.	9. Shows determination in PE when learning new skills, applying skills to new situations, and when sustaining effort in PE.	9. Applies their knowledge of the importance of strong heart and lungs by sustaining effort in PE lessons.	9. Can sustain effort in a HRF circuit demonstrating the '5 S's' and determination.	9. Undertakes a minimum of an hour of physical activity per day as per the Chief Medical Officer's (CMO) recommendation.