EYFS and Key Stage 1 Physical Skills

	EYFS – Foundation 1	EYFS – Foundation 2	Year 1	Year 2
Agility and Running	Moves freely and with pleasure and confidence in a range of ways, such as: slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Travels with confidence and skill around, under, over and through balancing and climbing equipment Can change direction when moving at speed.	Move confidently, using changes in speed, level and direction.	Move with control, changing direction and speed when playing avoiding and chasing games.
	Negotiates space successfully, adjusting speed or direction to avoid obstacles.	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.		
	Runs safely on whole foot.	Uses changes in direction and speed to find and use space.	Runs with control and balance.	Runs fluently with control and balance.
Balance	Can stand momentarily on one foot when shown.	Can balance on one foot for longer periods of time	Perform a combination of different balances with control and strength.	Demonstrate strength and control when performing and linking balances using different body parts.
	Squats with steadiness to rest or play with object on the ground and rises to feet without using hands.	Has an awareness of strategies to support balancing.	Balance with control and co-ordination.	Able to use a varied range of controlled balances.
		Mounts stairs, steps or climbing equipment using alternate feet.		
		Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.		
Co-ordination	Can negotiate space successfully when walking and running.	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.		
	Can move an object by pushing, patting, throwing, catching and kicking it.	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Manoeuvre and send a ball with control (when stationary) using hands, feet and equipment.	Fluently manoeuvre and send a ball with increasing control (when stationary) using hands, feet and equipment, through a variety of techniques.

	Is becoming more confident when kicking a ball.	Shows increasing control over an object when kicking it.	Manoeuvre and send a ball with control (when moving) using hands, feet and equipment.	Fluently manoeuvre and send a ball with increasing control (when moving) using a variety of techniques.
		Is beginning to show how small movements can be used to dribble a football with some success.		
		Can use feet to move a ball in different directions.		
		Can stop a large ball using their feet.		
Jumping	Can jump confidently using two feet.	Can jump using two feet safely and successfully.		Safely perform different types of jumps, including variations of the same jump.
	Beginning to hop for a short period of time.	Able to hop and leap confidently.	Confidently combine basic jumps with other jumps, or actions.	Link a range of jumps as part of a sequence of movement, demonstrating control and good balance when taking off and landing.
		Can jump over small obstacles.		
		Jumps off an object and lands appropriately.	Land safely, with control and balance, when performing basic jumps.	
Throwing	Beginning to develop their awareness of aiming when throwing an object.	Shows increasing control over an object when pushing, patting and throwing.	Use an underarm throw accurately and with control.	Able to aim at high, low, stationary and moving targets using different types of throws and varied equipment.
	Beginning to show increasing control and accuracy when throwing a small ball or bean bag.	Shows a preference for a dominant hand when throwing.	Collect and throw underarm with control and good coordination.	Able to stop, retrieve and throw, using a varied range of throws.
Catching	Able to track the flight of an object as it moves.	Shows increasing control when catching an object.	Stop a moving ball and catch equipment with control.	Able to stop a moving ball and catch equipment with control, using a varied range of catches.
	Can catch a large ball.	Is beginning to track the flight of an object into their hands.	Move into a good position to catch or stop a bouncing or non-bouncing ball.	Able to run after and towards a rolling or bouncing ball and catch with fluency.
		Demonstrates bouncing and catching skills using a range of different sized balls.		
Gymnastics	To **travel** safely in a variety of different ways, including using short, long, fast and slow steps.		Show some strength and flexibility when performing a range of basic gymnastics **shapes –** Straight, star, tuck, pike and straddle.	Demonstrate improving strength, flexibility and control when performing a range of basic gymnastic **shapes** - Straight, star, tuck, pike and straddle.

	To **jump** and land appropriately.	**Travel** confidently, using changes in speed, level and direction - high/ low, fast/ slow, Long/ short, backwards/ forwards/ sideways.	**Travel** with body weight partly supported by hands – monkey walk, crab walk, bunny jumps.
	To **balance** using different parts of the body in a controlled way.	Land safely, with control and balance, when performing basic **jumps –** straight and star**.**	Perform a range of **jumps** demonstrating control and good balance when taking off and landing – Tuck jump, change of direction.
	To use 3 and 4 parts of the body to **balance and travel**.	Perform different **balances** with control and strength – Front, side and rear supports/ Balance on different body parts.	Shows increased strength and control when performing **balances** using different body parts – Arch, Dish.
	To use different parts of the body to perform a **rocking** action.	Show a developing a range of **rocking** actions – tuck rock, pike rock.	Perform **rocking** actions with good strength and body tension – Straddle Rock.
	To move confidently in different ways, including **rolling**.	Perform a basic forward **roll.**	Perform a forward **roll** with control and with a clear starting and finishing position.
Dance	To know and perform a star shape correctly.		
	To explore and create actions which resemble key words.	Perform movements to resemble a specific theme/ character.	Perform body actions which resemble aspects of a given theme with control.
	To know and perform strong and controlled marches in time with a simple beat.	Perform movements in time with a simple beat (e.g. stamp feet to a simple clapped beat of 4 or 8).	Perform movements fluently in time with a simple beat.
	To explore and create actions which link to a character.	Show different levels within a dance.	Perform a short dance phrase which includes elements of unison and/ or canon
	To perform a range of shapes and movements to help tell a story.		

Glossary and Notes:

- **Control** – Movements carried out with consideration and planning (Should be able to stop at any point)
- **Accuracy** – End result (To what extent is the desired end result being achieved)
- **Consistency** – Frequency (To what extent is the skill being carried out as it should be e.g. striking a ball.)
- **Manoeuvre** – To roll or dribble, including using equipment such as a racket or hockey stick.

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= Not an applicable skill that is a KEY focus within this year group.
This does NOT mean that it is not featured within lessons, or shouldn't be developed. It is just that the skill should either have already been mastered (for children that are working at A.R.E), or that the skill is not introduced/ developed until later on in the curriculum.

Key Stage 2 Physical Skills

	Year 3 All of the previous year groups skills, plus…	Year 4 All of the previous year groups skills, plus…	Year 5 All of the previous year groups skills, plus…	Year 6 All of the previous year groups skills, plus…
Agility and Running	Change direction quickly when running.			
	Perform simple dodging movements successfully to receive a pass and use signalling to communicate to team members.	Use a change of speed and direction to avoid a defender.		
	Run at different paces.	Run for sustained periods of time at a pace suitable for their fitness levels.	Show improving stamina when running over longer distances.	Show increasing stamina when running over longer distances.
	Beginning to show the correct technique for running.	Use the correct technique for running.	Run using the correct technique consistently.	Apply the correct technique consistently, including throughout changes of direction and pace.
Balance	Shows increased strength and control when performing a wide range of **balances** using different body parts (Front/ Side and Rear support, Arch, Dish, Crab and Bridge).	Demonstrate increased strength and control when performing and moving between support shapes and **balances**, including shoulder stand.	To use large body parts (head) to perform a well-controlled **balance**.	Perform a well-controlled and **balanced** handstand.
Co-ordination	Can hold a range of rackets, bats and sticks, using the correct **grip.**	Able to hold a rugby ball using the correct **grip**.		
	Able to **dribble** a ball using two hands (basketball) and hockey stick, changing speed and direction.	Able to **dribble** a ball using one hand (basketball), feet (football) and a hockey stick, showing increasing speed and control.		
	Can **pass** a ball with increasing accuracy using a hockey stick, with a rugby ball and a chest, bounce and overhead pass in basketball/ netball.	Able to **pass** a ball with accuracy and more consistent technique (football, basketball, tag rugby, hockey).	Able to **pass** a ball with accuracy and more consistent technique (football, basketball, netball, tag rugby, hockey) to a moving target.	Able to successfully **send** and return a tennis ball as part of a rally using both forehand and backhand.
	Strike ball using a range of bats (Rounders, cricket, tennis) with increasing consistency.	Able to **strike** a ball with a more consistent technique.		Be able to serve with accuracy using the correct overhead technique (tennis) and underarm technique (Badminton).
	Perform a forehand and backhand shot and with some control and accuracy.	Perform a forehand and backhand shot and with increasing control, accuracy and consistency.		

Jumping	Perform a wide range of **jumps** demonstrating improved control and balance when taking off and landing – (Straight, Star, Tuck jump, change of direction).	To take off and land with control, demonstrating precision when using a range of **jumping** actions (see Year 3).	To use rotations (1/4 and ½ turn) to increase the difficulty of a **jump**.	To perform a range of **jumps**, including rotations (3/4 and full turn).
	Able to perform a range of different take offs and landing variations (1 foot to 2 feet, 2 feet to 1 foot, 1 foot to 1 foot).	Able to perform a 'standing long jump' with control and begin to refine their technique.	Able to perform a 'standing long jump' with increasing power.	
			Able to perform the basic 'triple jump' technique with some control.	Able to perform the 'triple jump' with control and increasing distance.
Throwing	Throwing using an underarm and overarm throw with control, accuracy and fluency.	Throwing using an underarm and overarm throw with consistency and accuracy.	Able to perform an improving overarm bowl (cricket).	
			To perform the javelin throwing technique with some consistency and control.	To perform the javelin throwing technique with increased power, consistency and control.
				To perform the shot putt technique with consistency, fluency and control.
Catching	Able to retrieve a rolling ball and link with other actions effectively and with accuracy.	Able to catch a ball with one or two hands consistently, with increasing speed.		
	Able to catch a wider range of balls, including at different heights, using different techniques (one-hand/ two hands).			
Gymnastics	Develop a wider range of standing, sitting and lying **shapes**, with strength, flexibility and control.			
	Refine known **travelling** movements (monkey walk/ crab walk/ bunny jumps) when moving on floor or apparatus to show increasingly fluent movements.		To perform a cartwheel safely and with control as a form of **travelling**.	
	Perform a wide range of **jumps** demonstrating improved control and balance when taking off and landing –	To take off and land with control, demonstrating precision when using a range of **jumping** actions (see Year 3).	To use rotations (1/4 and ½ turn) to increase the difficulty of a **jump**.	To perform a range of **jumps**, including rotations (3/4 and full turn).

	(Straight, Star, Tuck jump, change of direction).			
	Shows increased strength and control when performing a wide range of **balances** using different body parts (Front/ Side and Rear support, Arch, Dish, Crab and Bridge).	Demonstrate increased strength and control when performing and moving between support shapes and **balances**, including shoulder stand.	To use large body parts (head) to perform a well-controlled **balance**.	Perform a well-controlled and **balanced** handstand.
	Perform a wider range of **rolls** with good control and body tension (Straight, Tuck, Egg, Shoulder, Forwards).	To perform a backwards **roll** safely and with good control.		To perform a well-coordinated and controlled circle **roll.**
			To be able to take their weight on their hands safely and with increasing confidence.	

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EYFS and Key Stage 1 Thinking Skills

	EYFS	Year 1 – Thinking Skills	Year 2 – Thinking Skills
Reflecting and Improving	Think of a solution to a simple task.	**Comment on an action, movement or shape that has been performed well.**	**Comment on an action, movement or shape that has been performed well, including what they like and dislike.**
	Offer simple suggestions and explanations for why things might happen/ have happened.	With support, improve the quality of basic actions and skills.	Use comments from the teacher and other children to improve their own performance.
	Set and work towards simple goals.	Practise skills to improve performance	Identify and improve the quality of their own actions and skills.
Decision Making	Accelerate and decelerate in response to an obstacle or instruction.	Select the correct pace and speed in a variety of games/ challenges.	Select and adapt pace and speed in a variety of games/ challenges.
	Link and change different ways of travelling.		
	Link different ways of travelling with other co-ordination skills such as throwing or kicking.		
		Use basic tactics for attacking and defending: Identify space and move into it when during games	**Use basic tactics for attacking and defending for different types of games: Identify where to run and decide when the best time is to move during games.**
Creativity	Link actions together to create a short movement phrase which child can remember and repeat.	Remember and repeat sequences of movements.	Remember and repeat more complex sequences of movements.
	Adjust the speed and direction of a movement linked to a beat or music.	Create and perform movements at different speeds.	Create and perform a combination of movements at different speeds.
	Adjust the speed and direction of a movement linked to a character or theme.	Identify and demonstrate movements which represent a given theme, feeling or emotion	Demonstrate and explain movements which represent a given theme, feeling or emotion.
			Identify and use changes of speed to show a theme or portray a message or emotion.
Knowledge	Identify the skills they are using in simple terms.	Identify the actions and movements used.	Identify and describe the actions and movements used.
	Identify the body parts they are using within a skill, movement or balance.	Describe how an invasion type game involves attacking the opponents' area and defending their own.	Explain how an invasion type game involves using different tactics.

***Statements in **Bold -** Chosen outcomes for assessment statements **for Thinking Skills.**

Key Stage 2 Thinking Skills

	Year 3	Year 4	Year 5	Year 6
Reflecting and Improving	**Recognise what they have done well within a task.**	**Recognise parts of their own performance which they are happy with and parts that need improving and further practise.**	Evaluate elements of their performance (skills, decision making and tactical ideas).	**Evaluate the quality of a performance, including skills, use of tactical ideas and teamwork, and make changes to increase chances of success.**
	Watch a range of performances and comment on which they like best and why, giving suggestions to help improve a performance.	Compare and contrast different performances and make suggestions to improve it.	**Evaluate different performances and give feedback to highlight strengths and weaknesses.**	Identify areas of their own performance that need to be improved and suggest the best practises to help them do so.
			Identify changes in speed, direction and level when watching a performance.	
Decision Making	**Use basic tactics, including identifying space, to keep possession of the ball in a team game.**	**Use tactics to maintain and regain possession.**	**To identify how the team can become better at attacking and defending.**	**Evaluate the chosen formations and tactics and adapt to increase their chances of success.**
	Begin to select the correct technique (pass, strike, throw) from a given selection.	Select and use the correct technique from a wider range of options to suit the needs of the activity/ game.	To select and apply the appropriate skills and rules according to their playing position.	Evaluate how effective a team's defending is during the game and suggest how it can be improved.
	Show some understanding of their positioning when attacking and defending.	Apply simple strategies to keep control of the ball when under pressure from an opponent.	Comment on the tactical ideas being used to help a team improve.	Select an appropriate position to take within a game, giving reasons for their choice.
	Beginning to adjust pace when running over longer distances.	Use pacing over different distances.	Able to vary pace fluently	Able to vary and change pace fluently
Creativity	Explore and perform creative movements which represent a theme.	Perform specific movements and identify how well they represent the theme of a dance.	Explore and perform movements how well they relate to the music or theme.	Improve the quality of key sections of the routine by looking at timing, focus and emotion.
	Practise and refine the routine or set piece, focusing on timing, unison and canon.	Change between different ways of travelling to make a sequence more exciting.	Adapt their performance (speed, expression, dynamics, formations) to ensure it accurately represents the theme.	Evaluate how expression and emotion are used in their own and other's routines to help portray the meaning of the dance.
	Create movements which are performed at different speeds and levels.	Use dynamics, expression and timing, suggesting how to improve in one of these areas.	Describe the attitude, emotion and expression used in their own and others dances and describe how it enhances the performance.	Use knowledge of gymnastic techniques and sequences to judge the quality of a performance.

				Able to provide positive feedback that helps a performer to understand their strengths.
Knowledge	Use appropriate and specific language when describing a technique or performance, or discussing rules and tactics.	Use more complex language to describe what they are seeing (rules, tactics and strategies		
			Use aspects of the S.T.E.P framework to make changes to a game to make it easier, more difficult, or more enjoyable for the whole group	Evaluate the effectiveness of a game and use aspects of the STEP framework to make a game easier or more difficult.
				Use aspects of the STEP framework to ensure the game or activity is fully inclusive.
				Understand and discuss how knowledge and skills can be transferred to different games

*****Statements in **Bold -** Chosen outcomes for assessment statements **for Thinking Skills.**

EYFS and Key Stage 1 Social Skills

EYFS	Year 1	Year 2
Communication and Collaboration		
Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.	Work cooperatively with a partner in a simple task.	Work cooperatively and competitively with a partner.
Practices some appropriate safety measures without direct supervision, including following instructions promptly.	Give simple, clear instructions to a partner in relation to a task.	Can give clear instructions to a partner or group in relation to a task.
Regularly shows the ability to work well alongside and with others within curriculum PE lessons.	**Show a developing ability to resolve problems, such as within a team game.**	**Explain and give examples of how teamwork can increase chances of success within a game or activity.**
Values		
Able to demonstrate some examples of *value.*	Explain in simple terms what it means to be *value* within a PE lesson.	Explain and give some examples of what it means to show *value* within a PE lesson.
	Able to demonstrate some examples of *value.*	Able to demonstrate some examples of *value.*
		Identify times they or another person has shown *value.*
Values for EYFS Resilience Teamwork Friendship	**Values for Year 1** Resilience Fairness Determination	**Values for Year 2** Resilience Friendship Readiness

***Statements in **Bold -** Chosen outcomes for assessment statements **for Social Skills – Communication and Collaboration.**

Key Stage 2 Social Skills

Year 3	Year 4	Year 5	Year 6
Communication and Collaboration			
Works well within a group or team.	**Works well with children who are outside of their usual friendship circle (as a pair or part of a team).**	**Able to show a good sporting attitude when both winning and losing.**	Regularly displays a good sporting attitude when both winning and losing.
Confidently gives advice and support to help others improve.	Can act upon the advice of others to improve their performance.	Able to give clear and concise instructions and explanations to a partner/ group.	**Able to use successful communication skills to help improve a team performance.**
Able to tell someone else what they have done well.	Shows some understanding of how different people's strengths can contribute to a team.	Shows a good understanding of how different people's strengths can contribute to a team.	Can respond appropriately to negativity or criticism.
Values			
Explain what *value* means and give simple examples of how it can support learning.	Explain what *value* means and give examples of how it can support learning.	Explain what *value* means and how it supports positive relationships.	Explain what *value* means and give explanations as to how it can help them achieve.
Demonstrate *value* within a lesson.	Demonstrate *value* within a lesson.	Demonstrate *value* within a lesson.	Consistently demonstrate *value* within a lesson.
	Identify an example of where they have shown *value* in the lesson.	Identify an example of where they or others have shown *value* in the lesson.	Identify an example of where they or others have shown *value* in the lesson.
Values for Year 3 Resilience Respect Confidence	**Values for Year 4** Resilience Personal Best Honesty	**Values for Year 5** Resilience Trust Inclusion	**Values for Year 6** Resilience Equality Humility

***Statements in **Bold -** Chosen outcomes for assessment statements **for Social Skills – Communication and Collaboration.**

EYFS and Key Stage 1 Healthy Lifestyles Skills

EYFS	Year 1	Year 2
Recognise that their bodies change when they start exercising.	**Describe how their body feels when they are exercising, noticing some physical changes.**	Using some appropriate language, describe how their body feels when they are exercising, noticing some physical changes, including comparing how the body feels after more/ less intensive activities.
Identify how their heart can beat at different speeds.	**Talk about why it is good for them to take part in physical activity.**	**To use apparatus safely, including taking ownership of safety within lessons.**
		Using simple terms, discuss what a warm-up is and how it prepares them for the lesson.

***Statements in **Bold -** Chosen outcomes for assessment statements **for Healthy Lifestyles Knowledge.**

Key Stage 2 Healthy Lifestyles Skills

Year 3	Year 4	Year 5	Year 6
To work safely and effectively across a range of activities, including on their own and with a partner.	**Explain what makes a good warm up routine.**	**Explain the aims of a warm up, and how a thorough warm up routine can lead to improved performance.**	Explain what a good warm-up entails and give ideas on how to warm-up for specific games.
Explain what the terms agility, speed and stamina mean and talk about how they are used within PE.	**Explain why regular exercise is good for health and wellbeing.**	**Explain how strength and flexibility can influence their overall health.**	**Explain in greater depth why physical activity is good for their fitness, health and wellbeing**
To compare and comment on heart rates when resting and during activity.	To describe how their body feels and changes during different activities.	Explain in simple terms why heart rate and breathing rate increase during exercise	**Explain in greater depth why both heart rate and breathing rate increase during exercise.**
		Plan and deliver a short pulse-raising activity for the warm-up.	Lead an effective warm-up routine independently or as part of a group, including both pulse-raiser activity and stretching.
			Describe how a good warm up routine can have a positive impact on performance and the implications of an ineffective warm up routine.

*Statements in **Bold -** Chosen outcomes for assessment statements **for Healthy Lifestyles Knowledge.**