

powerful Physical Education

By the time they leave, pupils will:

- Lead healthy and active lives
- Enjoy engaging in a variety of sports activities (competitive and non-competitive; individual and team)
- Show team-work: boost the self-esteem of self and others and communicate strategy
- Show a broad range of skills, flexibility, strength, technique, control and balance when participating in sporting activities
- Know and apply the basic principles of attacking and defending when playing a variety of competitive sports, and perform dances using a range of movement patterns
- Be confident swimmers who are able to: swim a distance of at least 25 metres; use a range of swimming strokes; perform safe self-rescue
- Be able to analyse and evaluate their own performances and those of others

EYFS links

Physical Development

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing

Progress towards a more fluent style of moving, with developing control and grace

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor

Combine different movements with ease and fluency

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

Develop overall body-strength, balance, co-ordination and agility

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating

Gross Motor Skills ELG

Negotiate space and obstacles safely, with consideration for themselves and others

Demonstrate strength, balance and coordination when playing

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Curriculum Intent – Physical Education at Mill View Primary School

At Mill View Primary School, we believe that learning is at its most powerful when it is challenged, tested, truly known, and when children can do something with it: change themselves, change their community, change the world.

Physical Education sits at the heart of this vision through its insistence on action: what can my body do, how can I improve it, and how can I use it to work with and for others? Our PE curriculum is designed not merely to inform, but to equip, building in pupils the physical competence, tactical understanding, and personal qualities to lead active, healthy lives and to compete, perform and collaborate with confidence.

We are guided by the principle of Powerful Physical Knowledge: the understanding that emerges when disciplinary skill meets substantive knowledge. This knowledge is emancipatory: it builds physical literacy and self-belief, challenges sedentary norms, and is fundamental in developing the resilience, fair play and self-regulation that extend far beyond the sports hall. It allows children to test their limits and exceed them. It progresses communities.

	Disciplinary Skills: the skills of an athlete The methods of training, competing and evaluating performance, and how we apply tactics and techniques. At Mill View we use: FMS and Games Skills progression · Key Questions · Skill categories (Locomotor, Object/Ball, Striking and Fielding, Dance, Athletics, Gymnastics, Evaluating) · Knowledge Organisers
	Substantive Knowledge: the knowledge of an athlete The factual content, technical vocabulary, rules and tactical principles of each sport and discipline. At Mill View we use: Key Questions · Curriculum Objectives · Progressive planning of units · Knowledge Organisers including key vocabulary and rules for each unit

Powerful Physical Knowledge, combining these two areas **combine**, they produce something greater than the sum of their parts. This knowledge is **emancipatory**. It builds physical literacy, confidence and self-belief, and is fundamental in developing resilience, fair play and the ability to lead a healthy, active life. Pupils begin to understand their own bodies and are able to set and pursue physical challenges for themselves. It is empowering. It allows children to test their limits and exceed them. It progresses communities.

At Mill View we encourage effort, resilience and team spirit. We do this through careful, progressive planning of units and purposeful competitive and collaborative practice, allowing children the chance to develop, then test, their skills.

Our Five Curriculum Commitments

Oracy	Global Challenges	Career & Future Ready Learners	Inclusion	What Makes Our Curriculum Exceptional?
PE is a subject of communication under pressure. At Mill View, oracy in PE means: • Pupils use the precise vocabulary of each discipline (possession, transition, technique, cardiovascular, tactics) as naturally as they use everyday speech. • Team talk, tactical discussion and peer feedback are embedded in every lesson. • Pupils give and receive feedback on performance, using the language of evaluation, not just opinion. • Talk is used to organise, encourage, and resolve disagreements fairly during play.	Our PE curriculum connects local activity to global health and sporting challenges. • Units on health, fitness and wellbeing link to global challenges of inactivity and rising childhood health inequalities. • We ask: who has access to sport and who is excluded? How does sport bring communities and nations together? • Pupils consider the global reach of sport, from the Olympics to grassroots community clubs, and what fair competition looks like. • Our curriculum meets the 2025 Curriculum Review's call for global perspectives to be woven through, not added on.	PE is one of the most directly health-focused subjects in the curriculum. • We develop transferable dispositions: resilience, leadership, teamwork and the ability to win and lose with grace. • Career links are explicit: PE teachers, coaches, physiotherapists, sports scientists, dietitians, sports journalists. • Pupils experience leadership and officiating roles, developing communication and responsibility. • Lifelong physical literacy is explicitly built, so pupils leave equipped to lead active, healthy lives long after school.	Inclusion at Mill View is a design principle, not a retrofit. • The "Children can..." structure gives every pupil a clear entry point with scope for depth. • We adapt activities, equipment and rules so that every pupil, regardless of starting point or need, can participate fully and competitively. • Adaptive teaching means rich physical challenge is accessible to all through differentiated tasks and equipment. • A broad and balanced range of sports and disciplines ensures every pupil finds a physical activity in which they can succeed.	What makes PE at Mill View exceptional is the coherence of our vision from EYFS to Year 6. A clear conceptual spine: FMS, Games, Dance, Athletics, Gymnastics and Evaluating skills build year on year. Practical by design: Every unit is purposeful, competitive or collaborative practice, not activity for its own sake. Emancipatory knowledge: We ask children to test their limits and reflect honestly on their own and others' performance. The disciplinary habit: By Year 6, our pupils think and move like athletes. This is the entitlement of every child.

"Physical Education is learning at its most powerful: a skill challenged in competition, a technique tested through practice, and resilience children can use to change themselves, their community, and their world."

Alignment with the Ofsted Inspection Framework, PE Subject Report and 2025 Curriculum Review

Ofsted / Curriculum Review focus	How PE at Mill View responds
Curriculum coherence: knowledge builds cumulatively	Our skill categories (FMS/Games, Dance, Athletics, Gymnastics, Evaluating) are tracked and sequenced from EYFS to Year 6, so techniques are returned to, deepened, and tested across key stages, not taught in isolation.
Oracy as a curriculum entitlement	Tactical vocabulary, team talk and structured peer feedback are embedded in every unit. The language of evaluation is explicitly taught and regularly used.
Global perspectives and contemporary relevance	Units connect physical activity to global health challenges and the unifying power of sport, meeting the 2025 Curriculum Review's call for global perspectives to be woven through, not added on.
Adaptive teaching: high expectations for all	Inclusion is a design principle. Activities, equipment and rules are adapted so every pupil can participate and compete fully, addressing a key priority of the Ofsted PE subject report, "Levelling the Playing Field" (2023), and the School Sport and Activity Action Plan.
Assessment that proves knowledge has stuck	Key Assessment Questions, Knowledge Organisers help to show whether technique and tactical understanding are secure and can be applied under competitive pressure, not just practised once.
Disciplinary knowledge and skills	Disciplinary skills – technique, tactics, evaluation – are tracked separately from substantive knowledge – rules and vocabulary – with explicit progression from Year 1 to Year 6, in line with the National Curriculum for PE.
Career and future readiness	Leadership, officiating, teamwork and resilience are explicitly linked to careers in sport, health and coaching, and to lifelong participation in physical activity.

Curriculum End Points - PE

EYFS - Little Wrens

Final Milestone

- I can take turns with others in a group.
- I can talk to others about my ideas for games.
- I can solve problems with friends.

EYFS - Robins

ELG: Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others;
Demonstrate strength, balance and coordination when playing;
Move energetically, such as running, jumping, dancing, hopping, skipping



Year 1

FMS/ Games Skills 	Dance Skills 	Athletics Skills 	Gymnastics Skills 	Evaluating Skills 
Children can... • demonstrate some basic balance and co-ordination skills; • jump in different ways, including jumping for height, distance and in a sequence; • demonstrate object/ball skills with control; • throw overarm and catch with some control; • understand basic game rules;	Children can... • demonstrate imagination and creativity in movements; • compose individual, partner and group dances.	Children can... • show how to run, jump and throw using a variety of techniques?	Children can... • apply skills and techniques learnt to a sequence? • travel in different ways? • hold a simple balance?	Children can... • watch and describe performances; • begin to say how they could improve.

Year 2

FMS/ Games Skills 	Dance Skills 	Athletics Skills 	Gymnastics Skills 	Evaluating Skills 
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Children can... • demonstrate balance and co-ordination skills; • change the direction of movements with control; • use and combine different types of jumps and skills to complete an activity; • bounce, throw, roll and catch a ball with control; • understand more complex rules within games.	Children can... • demonstrate imagination and creativity in movements; • compose individual, partner and group dances; • move in time to the music.	Children can... • show how to run, jump and throw using a variety of techniques?	Children can... • apply skills and techniques learnt to a sequence; • travel in different ways; • hold a simple balance; • use equipment safely.	Children can... • watch and describe performances, and use what they see to improve performance; • talk about the differences between their work and that of others.
Year 3				
FMS/ Games Skills 	Dance Skills 	Athletics Skills 	Gymnastics Skills 	Evaluating Skills 
Children can... • throw in different ways using control and accuracy; • travel with a ball in different ways; • identify and demonstrate the role of an attacker and defender in a game situation and use some of these skills; • select and perform appropriate shots using control and accuracy.	Children can... • demonstrate imagination and creativity in movements; • compose individual, partner and group dances; • move in time to the music.	Children can... • show how to run, jump and throw using a variety of techniques.	Children can... • apply skills and techniques learnt to a sequence; • travel in different ways; • hold a simple balance; • move with coordination, control and care.	Children can... • Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time.
Year 4				
FMS/ Games Skills 	Dance Skills 	Athletics Skills 	Gymnastics Skills 	Evaluating Skills 
Children can... • modify techniques for different situations; • make good use of space to pass and receive the ball; • discuss tactics for attacking and defending, with an awareness of what has worked and not worked; • show an awareness of where to place fielders;	Children can... • repeat patterns and actions of a chosen dance style; • improvise with a partner and on their own; • compose longer sequences.	Children can... • demonstrate an improved sprinting technique; • demonstrate the triple jump; • measure accurately and land safely; • can perform a pull throw.	Children can... • create a sequence to a theme; • show changes in direction of travel, speed and level; • carry out a range of balances, demonstrating control and strength; • suggest improvements to their partner's technique.	Children can... • watch, describe and evaluate the effectiveness of performances, giving ideas for improvements; • modify their use of skills or techniques to achieve a better result.

• vary my throw depending on what the situation requires; • demonstrate a straight arm bowling technique.				
Year 5				
FMS/ Games Skills 	Dance Skills 	Athletics Skills 	Gymnastics Skills 	Evaluating Skills 
Children can... • select and perform appropriate shots using control and accuracy; • travel with a ball effectively; • select the correct pass in a game situation; • maintain ball possession in a team game; • select and perform appropriate shots using control and accuracy.	Children can... • demonstrate creativity in movements; • compose individual and partner dances that reflect the chosen dance style.	Children can... • show how to run, jump and throw using a variety of techniques.	Children can... • apply skills and techniques learnt to a sequence; • perform jumps, shapes and balances fluently and with control.	Children can... • Choose and use criteria to evaluate own and others' performance; • Explain why they have used particular skills or techniques, and the effect they have had on their performance.
Year 6				
FMS/ Games Skills 	Dance Skills 	Athletics Skills 	Gymnastics Skills 	Evaluating Skills 
Children can... • select and perform appropriate shots using control and accuracy; • travel with a ball effectively, maintaining possession under pressure; • select and execute a variety of passes in a game situation? • select and perform appropriate shots using increased control and accuracy.	Children can... • demonstrate imagination and creativity in movements; • compose individual, partner and group dances that reflect the chosen dance style.	Children can... • show me how to run, jump and throw using a variety of techniques.	Children can... • apply skills and techniques learnt to a sequence; • perform jumps, shapes and balances fluently and with control.	Children can... • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Progression in PE from EYFS to Year 6

EYFS - Little Wrens

6	Milestone 1	Milestone 2	Milestone 3	Final Milestone
I am confident to play and learn in Nursery 	- I can build relationships with adults in Nursery. - I can explore the nursery environment. - I can say Hello.	- I can name some friends. - I can play with a peer or adult in the same activity. - I can share toys with support. - I can tell an adult about how I feel.	- I can play with others in groups. - I can form strong friendships - I can share toys.	- I can take turns with others in a group. - I can talk to others about my ideas for games. - I can solve problems with friends.

EYFS - Robins



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
PHYSICAL DEVELOPMENT FINE MOTOR Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES GROSS MOTOR FUNKY FINGER ACTIVITIES HANDWRITING	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
	Manipulate objects with good fine motor skills - Mini sand station, Cutting station, differentiated mark making tools and scissors Weekly funky finger activity to develop strength Core body strength (have good control of their trunk and be able to reach forward in a controlled way) Postural control (maintain own balance without using their hands) Shoulder girdle (control, strength, stamina and flexibility to grasp and manipulate objects) Joint pivots (coordinating shoulder, elbow, wrist movements to move the hand in different directions) Hand-eye coordination (guide, direct and control hand movements across a page as they make marks) Spatial awareness (control of sizing and spacing) Proprioceptor control (body awareness to detect and control force and pressure) Visual-motor integration (master copying pre-writing shapes and patterns)					
	Pre-writing patterns I – O + \ / x (zigzag) Funky Finger Assessment Pen Grip Assessment Cutting Assessment	Pre-writing patterns I – O + \ / x (zigzag) intro spirals and loops Introduction to letter writing families	Handwriting Letter families (for children who are able to use pencils effectively) Funky Finger Assessment Pen Grip Assessment Cutting Assessment Develop muscle tone to put pencil pressure on paper	Handwriting Letter families (for children who are able to use pencils effectively) Form lower case letter shapes Develop an effective grip Use effective amount of pressure on paper	Lower case letter formation (for children who are able to use pencils effectively) Funky Finger Assessment Pen Grip Assessment Cutting Assessment Refine shape and size of letters	Lower case letter formation practise Pen Disco on lined paper Form lower case letter shapes correctly Begin to form Upper case letters Use an effective grip Use effective amount of pressure on paper
	From Development Matters 20: Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball					

 Hill View School <i>good things grow here</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	FMS / Games Skill and Knowledge		Games Skill and Knowledge			
	Balance/Stability: Develop some basic balance and co-ordination skills. Locomotor: Move at different speeds. Move along different pathways. Jump for height. Jump for distance. Jump in different ways. Perform a jumping sequence. Change direction. Object/ball skills: Track and receive a ball. Bounce a ball with control. Throw and catch a ball with a partner. Throw overarm with some control. Striking and fielding skills:	Balance/Stability: To balance with high amounts of control. To develop balance and co-ordination. Locomotor: To change the direction of movements with control. To use and combine different types of jumps. To perform movements with control and accuracy. To combine more than one skill to complete an activity. Object/ball skills: To roll and stop a ball. To bounce a ball with control whilst moving. To throw and catch. To bounce a ball to a partner.	Throwing and catching Throw (in various ways) and catch with greater control and accuracy, practising the correct technique. Striking and hitting: Strike with accuracy and control, using at least two shots in a game situation. Travelling with a ball: Use two different ways of moving with a ball in a game, with reasonable control. Passing a ball: Pass the ball in two different ways in a game situation with some success. Using space: Find a useful space and get into it to support teammates. Possession: Know how to keep and win back	Throwing and catching Develop different ways of throwing and catching accurately in various situations. Striking and hitting: Strike with accuracy and control, using at least 3 shots in game situations. Travelling with a ball: Move with the ball using a range of techniques showing control and fluency. Passing a ball: Pass the ball with increasing speed, accuracy and success in a game situation. Using space: Make the best use of space to pass and receive the ball. Possession: Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Throwing and catching Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Striking and hitting: Explore when different shots are best used and perform them with control and accuracy. Travelling with a ball: Use a variety of ways to dribble in a game with success. Passing a ball: Pass a ball with speed and accuracy using appropriate techniques in a game situation Using space: Demonstrate an increasing awareness of space Possession: Keep and win back possession of the ball effectively in a team game.	Throwing and catching Throw and catch accurately and successfully under pressure in a game. Striking and hitting: Use good hand-eye coordination to be able to direct a ball when striking or hitting, adapting based on the situation. Travelling with a ball: Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Passing a ball: Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Using space: Demonstrate a good awareness of space

	To hold a cricket bat correctly.	Striking and fielding skills: To hold a cricket bat correctly to hit a ball with a good level of control and accuracy.	possession of the ball in a team game.	Attacking and defending: Use a range of attacking and defending skills and techniques in a game.	Attacking and defending: Choose the best tactics for attacking and defending. Shoot in a game.	Possession: Keep and win back possession of the ball effectively and in a variety of ways in a team game.
	To use a cricket bat to strike a ball or beanbag with control.	To hit a ball that has been thrown overarm.	Attacking and defending: Use simple attacking and defending skills in a game.			Attacking and defending: Think ahead, create and apply a plan of attack or defence.
	To apply striking skills to a target game.	To catch with accuracy and control.				
	To throw overarm with some control.	To use a variety of cricket skills (throwing, catching and hitting) to complete a competitive team game.				
	To catch with some degree of accuracy.	To throw overarm with control and accuracy.				
	Practise basic striking, sending and receiving.	To practice increasingly complex striking, sending and receiving skills.				
	Apply bat and ball skills to play a small sided game.	To understand more complex rules within cricket.				
	Understand basic game rules	Use at least one technique to attack or defend to play a game successfully.				

Key Assessment Questions	FMS Questions Can you develop some basic balance and co-ordination skills? Can you jump in different ways, including jumping for height, distance and in a sequence? Can you move along different pathways at different speeds? Can you change direction? Can you demonstrate object/ball skills with control? Games Questions Can you throw overarm and catch with some control? Can you understand basic game rules? Can you practise striking, sending and receiving with some control in a game based situation?	FMS Questions Can you demonstrate balance and co-ordination skills? Can you change the direction of movements with control? Can you use and combine different types of jumps and skills to complete an activity? Can you perform movements with control and accuracy? Can you bounce, throw, roll and catch a ball with control? Games Questions Can you throw overarm and catch with control and accuracy? Can you use a variety of cricket skills (throwing, catching and hitting) to complete a competitive team game? Can you understand more complex rules within cricket?	Can you throw in different ways using control and accuracy? Can you travel with a ball in different ways? Can you identify and demonstrate the role of an attacker and defender in a game situation and use some of these skills? How can you win back possession of the ball? Can you select and perform appropriate shots using control and accuracy?	Can I modify my technique for different situations? Can I make good use of space to pass and receive the ball? Can I demonstrate accuracy with my passing? Can I discuss tactics for attacking and defending, with an awareness of what has worked and not worked? Can I evaluate a performance, suggesting strengths and ways to improve? Can I hit the ball where I intend? Can I show an awareness of where to place fielders? Can I vary my throw depending on what the situation requires? Can I demonstrate a straight arm bowling style?	Can you select and perform appropriate shots using control and accuracy? Can you travel with a ball effectively? Can you select the correct pass in a game situation? Can you maintain ball possession in a team game? Can you select and perform appropriate shots using control and accuracy?	Can you select and perform appropriate shots using control and accuracy? Can you travel with a ball effectively? Can you select the correct pass in a game situation? Can you maintain ball possession in a team game? Can you select and perform appropriate shots using control and accuracy?
	Dance Skill and Knowledge					
	Copy and repeat actions. Put a sequence of	Copy, remember and repeat actions.	Begin to improvise with a partner to	Identify and repeat the movement patterns	Identify and repeat the movement patterns	Identify and repeat the movement patterns and

	actions together to create a motif. Vary the speed of their actions. Begin to improvise independently to create a simple dance.	Create a short motif inspired by a stimulus. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.	create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Perform with some awareness of rhythm and expression.	and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group	and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence.	actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs.
Key Assessment Questions	Can you demonstrate imagination and creativity in movements? Can you compose individual, partner and group dances?	Can you demonstrate imagination and creativity in movements? Can you compose individual, partner and group dances? Can you move in time to the music?	Can you demonstrate imagination and creativity in movements? Can you compose individual, partner and group dances? Can you move in time to the music?	Can I repeat patterns and actions of a chosen dance style? Can I improvise with a partner and on my own? Can I compose longer sequences?	Can you demonstrate imagination and creativity in movements? Can you compose individual, partner and group dances that reflect the chosen dance style?	Can you demonstrate imagination and creativity in movements? Can you compose individual, partner and group dances that reflect the chosen dance style?
	Athletic Skill and Knowledge					
	Running: Vary their pace and speed when running.	Running: Run at different paces,	Running: Identify and demonstrate how	Running: Confidently demonstrate an	Running: Accelerate from a variety of	Running: Recap, practise and refine an effective

	Run with a basic technique over different distances. Show good posture and balance. Sprint in a straight line. Jumping: Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Jump as high and as far as possible. Land safely and with control. Throwing: Throw underarm and overarm. Improve the distance they can throw by using more power.	describing the different paces. Use a variety of different stride lengths. Begin to select the most suitable pace and speed for distance. Run with basic techniques following a curved line. Jumping: Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Throwing: Throw different types of equipment in different ways, for accuracy and distance. Investigate ways to alter their throwing technique to achieve greater distance.	different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Jumping: Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. Throwing: Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw.	improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. Jumping: Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. Throwing: Perform a pull throw. Continue to develop techniques to throw for increased distance.	starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Jumping: Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Throwing: Perform a fling throw. Throw a variety of implements using a range of throwing techniques.	sprinting technique, including reaction time. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. Jumping: Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Throwing: Perform a heave throw. Continue to develop techniques to throw for increased distance and support others in improving their
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					Continue to develop techniques to throw for increased distance.	personal best. Develop and refine techniques to throw for accuracy
Key Assessment Questions	Can you show me how to run, jump and throw using a variety of techniques?	Can you show me how to run, jump and throw using a variety of techniques?	Can you show me how to run, jump and throw using a variety of techniques?	Can I demonstrate how I have improved my sprinting technique? Can I demonstrate the triple jump? Can I measure accurately and land safely? Can I perform a pull throw? Can I evaluate my own performance and that of others?	Can you show me how to run, jump and throw using a variety of techniques?	Can you show me how to run, jump and throw using a variety of techniques?
	Gymnastic Skill and Knowledge					
	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed.	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance.	Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using	Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.

	Hold still shapes and simple balances. Begin to move with control and care.	Climb onto and jump off the equipment safely. Move with increasing control and care.	with coordination, control and care. Use turns whilst travelling in a variety of ways. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements	flight. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.	position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.	Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.
Key Assessment Questions	Can you apply skills and techniques learnt to a sequence? Can you travel in different ways? Can you hold a simple balance?	Can you apply skills and techniques learnt to a sequence? Can you travel in different ways? Can you hold a simple balance? Can you use equipment safely?	Can you apply skills and techniques learnt to a sequence? Can you travel in different ways? Can you hold a simple balance? Can you move with coordination, control and care?	Can I create a sequence to a theme? Can I show changes in direction of travel, speed and level? Can I carry out a range of balances, demonstrating control and strength? Can I suggest improvements to my partner's technique?	Can you apply skills and techniques learnt to a sequence? Can you perform jumps, shapes and balances fluently and with control?	Can you apply skills and techniques learnt to a sequence? Can you perform jumps, shapes and balances fluently and with control?
	Evaluating Skills					

	Watch and describe performances. Begin to say how they could improve	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
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