



# Subject Non- Negotiables – skills and knowledge to be covered

PE	<p>KS1: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their <b>agility, balance and co-ordination</b>, individually and with others.</p> <p>KS2: Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p>							
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Gymnastics	<p>Move confidently in a range of ways</p> <p>Experiments with ways of moving</p>	<p>Show control when travelling</p> <p>Show coordination on both floor and apparatus</p>	<p>Show control and coordination when travelling and balancing.</p> <p>Link two or more actions to make a sequence.</p> <p>Show contrasts (eg: small / tall, straight / curved, wide / narrow.</p> <p>Jump in a variety of ways and land with some control and balance.</p>	<p>Balance on different points of the body.</p> <p>Travel at different speeds in a variety of ways.</p>	<p>Control a balance.</p> <p>Combine learnt techniques (Y1&amp;2) for a fluid sequence.</p> <p>Show changes of direction, speed and level during a performance.</p>	<p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner.</p>	<p>Create a fluid sequence applying learnt skills.</p>	<p>Show accuracy, control, speed, strength and stamina consistently within a range of movements.</p> <p>Develop and adapt techniques to improve performance.</p>
Athletics	<p>Move confidently in a range of ways</p>	<p>Jumps and lands appropriately</p>	<p>Run with control.</p> <p>Jump with control.</p>	<p>Explore different jump techniques.</p> <p>Set myself targets to improve my performance.</p>	<p>Refine sprint technique.</p> <p>Use a range of throwing techniques (underarm / overarm)</p> <p>Improve personal best performances</p>	<p>Run over a longer distance, conserving energy to sustain performance</p> <p>Throw with accuracy to hit</p>	<p>Combine sprinting with low hurdles over 60m.</p> <p>Throw accurately and refine performance by analysing</p>	<p>Choose the best place for running over a variety of distances.</p> <p>Show control in take-off and landing</p>



## Subject Non- Negotiables – skills and knowledge to be covered

						a target or cover a distance. Jump in a number of ways, using a run up if appropriate.	technique and body shape. Keep track of personal best performances, setting targets for improvement	when jumping.  Keep track of personal best performances, setting challenging targets for improvement
Team games	Negotiates space successfully play racing and chasing games with each other, adjusting speed and direction.	Join in with team games  Begin to understand what it means to defend / attack in a game.	Move or stop to catch or collect a ball.  Decide where to stand to make it difficult for the opposing team.	Decide on the best position and move accordingly.  Understand basic tactics of a game  Reflect on reasons for rules and how to make games more challenging.	Develop fielding and possession skills.  Begin to apply tactics and rules in a game  Ask and answer questions to suggest reasons/improvements/ changes	Apply and explain rules and tactics of a variety of games.  Suggest improvements; support others  Keep and control the possession of a ball.  Field with control.	Explain rules and tactics in detail.  To work in a team or alone to gain possession of a ball.  Reflect- ask and answer questions to change or improve games/ performance	Gain possession confidently and apply attacking and defending skills.  Apply understanding of rules and tactics e.g. officiating  Support other players; coaching; modelling



## Subject Non- Negotiables – skills and knowledge to be covered

<p><b>Dance and movement</b></p>	<p>Show control with large and small movements</p>	<p>Begin to perform simple dance moves</p> <p>Show some rhythm and control when moving</p> <p>Feedback verbally to partner</p>	<p>Perform some simple dance moves.</p> <p>Demonstrate rhythm and control.</p> <p>Suggest improvements/give feedback</p>	<p>Perform dance actions with control and co-ordination.</p> <p>Can choose appropriate movements to communicate mood / feelings / ideas</p> <p>Link two or more actions in a sequence.</p> <p>Give praise Suggest next steps to peers</p>	<p>Refine movements to create a basic dance sequence to match a purpose.</p> <p>Movements begin to show fluidity.</p> <p>Change speed and level within a performance</p> <p>Give feedback. Suggest next steps to peers</p>	<p>Refine movements to create a more complex sequence to match a purpose.</p> <p>Movements are clear and fluent.</p> <p>Suggest new ways of working/ask and answer questions to reflect</p>	<p>When composing it is imaginative, creative and expressive.</p> <p>Movements show control.</p> <p>Suggest new ways of working/ask and answer questions to reflect</p>	<p>Perform dances using advanced techniques with a range of dance styles and forms.</p> <p>Suggest new ways of working/ask and answer questions to reflect</p>
<p><b>Outdoor Adventurous activities</b></p>					<p>Use more detailed plans and diagrams that take them from familiar to less familiar areas</p> <p>Use ideas they have learned in one task and apply them in another</p>	<p>Use maps and diagrams to orientate themselves and to travel around a simple course</p>	<p>Orientate self to solve problems, locating particular places.</p>	<p>Confidently orientate self and others to solve a problem in a more</p>



## Subject Non- Negotiables – skills and knowledge to be covered

					Can identify potential risks.	Plan responses to physical challenges and problems as a group Identify risks and advise others.	Adapt actions to changing situations.	unfamiliar environment.  Develop skills to solve problems in intellectual and physical challenges.
Swimming and Water Safety	N/A	N/A	N/A	N/A	Use one basic stroke  Co-ordination and control in arm and leg movements.	Use more than one stroke and co-ordinate breathing	Use breaststroke, front crawl and backstroke, ensuring that breathing is correct.	Any child not meeting the 25m requirement will receive swimming intervention <b>Swim 25m by the end of Year 6.</b>  Explore personal survival skills safely.
Specific sports to be covered: Football, Tag-Rugby, Netball, Athletics, Hockey, Tennis								