



# PHYSICAL EDUCATION

## Year A: Autumn Term

Years 1&2 Milestone 1	Years 3&4 Milestone 2	Years 5&6 Milestone 3
<p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Use the terms 'opponent' and 'team-mate'.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> </ul>	<p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul>	<p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul>
<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Copy and remember actions.</li> <li>• Move with some control and awareness of space.</li> <li>• Link two or more actions to make a sequence.</li> <li>• Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> </ul>	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> </ul>	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Create complex and well-executed sequences that include a full range of movements including:             <ul style="list-style-type: none"> <li>• travelling</li> <li>• balances</li> <li>• springing</li> <li>• flight</li> <li>• rotations</li> <li>• bending, stretching and twisting</li> <li>• gestures</li> <li>• linking skills.</li> </ul> </li> <li>• Hold shapes that are strong, fluent and expressive.</li> <li>• Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>• Vary speed, direction, level and body rotation during floor performances.</li> <li>• Practise and refine the gymnastic techniques used in performances (listed above).</li> </ul>
<p><b>Outdoor and Adventurous Activities:</b></p>	<p><b>Outdoor and Adventurous Activities:</b></p>	<p><b>Outdoor and Adventurous Activities:</b></p> <ul style="list-style-type: none"> <li>• Select appropriate equipment for</li> </ul>



		<p>outdoor and adventurous activity.</p> <ul style="list-style-type: none"> <li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</li> <li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>• Use a range of devices in order to orientate themselves.</li> <li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> </ul>
<p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>• Pupils in Years 1 &amp; 2 do not go swimming</li> </ul>	<p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>• Pupils in Years 3 &amp; 4 do not go swimming</li> </ul>	<p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>• Swim between 25 and 50 metres unaided.</li> <li>• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> <li>• Coordinate leg and arm movements.</li> <li>• Swim at the surface and below the water.</li> </ul>
<b>Year A: Spring Term</b>		
<b>Years 1&amp;2 Milestone 1</b>	<b>Years 3&amp;4 Milestone 2</b>	<b>Years 5&amp;6 Milestone 3</b>
<p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Use the terms 'opponent' and 'team-mate'.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> </ul>	<p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul>	<p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within</li> </ul>



		a team.
<b>Dance:</b> <ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	<b>Dance:</b> <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Create dances and movements that convey a definite idea.</li> <li>• Change speed and levels within a performance.</li> <li>• Develop physical strength and suppleness by practising moves and stretching.</li> </ul>	<b>Dance:</b> <ul style="list-style-type: none"> <li>• Compose creative and imaginative dance sequences.</li> <li>• Perform expressively and hold a precise and strong body posture.</li> <li>• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> <li>• Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</li> </ul>
<b>Swimming:</b> <ul style="list-style-type: none"> <li>• Pupils in Years 1 &amp; 2 do not go swimming</li> </ul>	<b>Swimming:</b> <ul style="list-style-type: none"> <li>• Pupils in Years 3 &amp; 4 do not go swimming</li> </ul>	<b>Swimming:</b> <ul style="list-style-type: none"> <li>• Swim between 25 and 50 metres unaided.</li> <li>• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> <li>• Coordinate leg and arm movements.</li> <li>• Swim at the surface and below the water.</li> </ul>
<b>Year A: Summer Term</b>		
<b>Years 1&amp;2 Milestone 1</b>	<b>Years 3&amp;4 Milestone 2</b>	<b>Years 5&amp;6 Milestone 3</b>
<b>Games:</b> <ul style="list-style-type: none"> <li>• Use the terms 'opponent' and 'team-mate'.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> </ul>	<b>Games:</b> <ul style="list-style-type: none"> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Lead others and act as a respectful team member.</li> </ul>	<b>Games:</b> <ul style="list-style-type: none"> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Strike a bowled or volleyed ball with accuracy.</li> <li>• Use forehand and backhand when playing racket games.</li> <li>• Field tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul>
<b>Gymnastics:</b> <ul style="list-style-type: none"> <li>• Travel by rolling forwards, backwards and sideways.</li> </ul>	<b>Gymnastics:</b> <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive</li> </ul>	<b>Gymnastics:</b> <ul style="list-style-type: none"> <li>• Create complex and well-executed sequences that include a</li> </ul>



<ul style="list-style-type: none"> <li>• Hold a position whilst balancing on different points of the body.</li> <li>• Climb safely on equipment.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• Jump in a variety of ways and land with increasing control and balance.</li> </ul>	<p>manner.</p> <ul style="list-style-type: none"> <li>• Refine movements into sequences</li> <li>• Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</li> <li>• Swing and hang from equipment safely (using hands)</li> </ul>	<p>full range of movements including:</p> <ul style="list-style-type: none"> <li>• travelling</li> <li>• balances</li> <li>• swinging</li> <li>• springing</li> <li>• flight</li> <li>• vaults</li> <li>• inversions</li> <li>• rotations</li> <li>• bending, stretching and twisting</li> <li>• gestures</li> <li>• linking skills.</li> </ul> <ul style="list-style-type: none"> <li>• Hold shapes that are strong, fluent and expressive.</li> <li>• Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>• Vary speed, direction, level and body rotation during floor performances.</li> <li>• Practise and refine the gymnastic techniques used in performances (listed above).</li> <li>• Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li> <li>• Use equipment to vault and to swing (remaining upright).</li> </ul>
<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Athletic activities are combined with games in Years 1 and 2.</li> </ul>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Sprint over a short distance up to 60 metres.</li> <li>• Run over a longer distance, conserving energy in order to sustain performance.</li> <li>• Use a range of throwing techniques (such as under arm, over arm).</li> <li>• Throw with accuracy to hit a target or cover a distance.</li> <li>• Jump in a number of ways, using a run up where appropriate.</li> <li>• Compete with others and aim to improve personal best performances.</li> </ul>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Combine sprinting with low hurdles over 60 metres.</li> <li>• Choose the best pace for running over a variety of distances.</li> <li>• Throw accurately and refine performance by analysing technique and body shape.</li> <li>• Show control in take off and landings when jumping.</li> <li>• Compete with others and keep track of personal best performances, setting targets for improvement</li> </ul>
<p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>• Pupils in Years 1 &amp; 2 do not go swimming</li> </ul>	<p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>• Pupils in Years 3 &amp; 4 do not go swimming</li> </ul>	<p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>• Swim between 25 and 50 metres unaided.</li> <li>• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> </ul>



		<ul style="list-style-type: none"> <li>• Coordinate leg and arm movements.</li> <li>• Swim at the surface and below the water.</li> </ul>
<b>Year B: Autumn Term</b>		
<b>Years 1&amp;2 Milestone 1</b>	<b>Years 3&amp;4 Milestone 2</b>	<b>Years 5&amp;6 Milestone 3</b>
<p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Use the terms 'opponent' and 'team-mate'.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> </ul>	<p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul>	<p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul>
<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Copy and remember actions.</li> <li>• Move with some control and awareness of space.</li> <li>• Link two or more actions to make a sequence.</li> <li>• Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> </ul>	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences</li> <li>• Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</li> <li>• Swing and hang from equipment safely (using hands)</li> </ul>	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> <li>• travelling</li> <li>• balances</li> <li>• swinging</li> <li>• springing</li> <li>• flight</li> <li>• vaults</li> <li>• inversions</li> <li>• rotations</li> <li>• bending, stretching and twisting</li> <li>• gestures</li> <li>• linking skills.</li> </ul> </li> <li>• Hold shapes that are strong, fluent and expressive.</li> <li>• Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>• Vary speed, direction, level and body rotation during floor performances.</li> <li>• Practise and refine the gymnastic</li> </ul>



		<p>techniques used in performances (listed above).</p> <ul style="list-style-type: none"> <li>• Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li> <li>• Use equipment to vault and to swing (remaining upright).</li> </ul>
<p><b>Outdoor and Adventurous Activities:</b></p>	<p><b>Outdoor and Adventurous Activities:</b></p>	<p><b>Outdoor and Adventurous Activities:</b></p> <ul style="list-style-type: none"> <li>• Select appropriate equipment for outdoor and adventurous activity.</li> <li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</li> <li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>• Use a range of devices in order to orientate themselves.</li> <li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> </ul>
<p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>• Pupils in Years 1 &amp; 2 do not go swimming</li> </ul>	<p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>• Pupils in Years 3 &amp; 4 do not go swimming</li> </ul>	<p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>• Swim between 25 and 50 metres unaided.</li> <li>• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> <li>• Coordinate leg and arm movements.</li> <li>• Swim at the surface and below the water.</li> </ul>
<b>Year B: Spring Term</b>		
<b>Years 1&amp;2 Milestone 1</b>	<b>Years 3&amp;4 Milestone 2</b>	<b>Years 5&amp;6 Milestone 3</b>
<p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Use the terms 'opponent' and 'team-mate'.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> </ul>	<p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play</li> </ul>	<p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Work alone, or with team mates</li> </ul>



<ul style="list-style-type: none"> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> </ul>	<p>fairly.</p> <ul style="list-style-type: none"> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul>	<p>in order to gain points or possession.</p> <ul style="list-style-type: none"> <li>• Defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul>
<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Create dances and movements that convey a definite idea.</li> <li>• Change speed and levels within a performance.</li> <li>• Develop physical strength and suppleness by practising moves and stretching.</li> </ul>	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• Compose creative and imaginative dance sequences.</li> <li>• Perform expressively and hold a precise and strong body posture.</li> <li>• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> <li>• Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</li> </ul>
<p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>• Pupils in Years 1 &amp; 2 do not go swimming</li> </ul>	<p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>• Pupils in Years 3 &amp; 4 do not go swimming</li> </ul>	<p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>• Swim between 25 and 50 metres unaided.</li> <li>• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> <li>• Coordinate leg and arm movements.</li> <li>• Swim at the surface and below the water.</li> </ul>

**Year B: Summer Term**

Years 1&2 Milestone 1	Years 3&4 Milestone 2	Years 5&6 Milestone 3
<p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Use the terms 'opponent' and 'team-mate'.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> </ul>	<p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Lead others and act as a respectful team member.</li> </ul>	<p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Strike a bowled or volleyed ball with accuracy.</li> <li>• Use forehand and backhand when playing racket games.</li> <li>• Field tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate</li> </ul>



		<p>tactics for a game.</p> <ul style="list-style-type: none"> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul>
<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Hold a position whilst balancing on different points of the body.</li> <li>• Climb safely on equipment.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• Jump in a variety of ways and land with increasing control and balance.</li> </ul>	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences</li> <li>• Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</li> <li>• Swing and hang from equipment safely (using hands)</li> </ul>	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> <li>• travelling</li> <li>• balances</li> <li>• swinging</li> <li>• springing</li> <li>• flight</li> <li>• vaults</li> <li>• inversions</li> <li>• rotations</li> <li>• bending, stretching and twisting <ul style="list-style-type: none"> <li>• gestures</li> <li>• linking skills.</li> </ul> </li> </ul> </li> <li>• Hold shapes that are strong, fluent and expressive.</li> <li>• Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>• Vary speed, direction, level and body rotation during floor performances.</li> <li>• Practise and refine the gymnastic techniques used in performances (listed above).</li> <li>• Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li> <li>• Use equipment to vault and to swing (remaining upright).</li> </ul>
<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Athletic activities are combined with games in Years 1 and 2.</li> </ul>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Sprint over a short distance up to 60 metres.</li> <li>• Run over a longer distance, conserving energy in order to sustain performance.</li> <li>• Use a range of throwing techniques (such as under arm, over arm).</li> <li>• Throw with accuracy to hit a target or cover a distance.</li> <li>• Jump in a number of ways, using a</li> </ul>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Combine sprinting with low hurdles over 60 metres.</li> <li>• Choose the best pace for running over a variety of distances.</li> <li>• Throw accurately and refine performance by analysing technique and body shape.</li> <li>• Show control in take off and landings when jumping.</li> <li>• Compete with others and keep</li> </ul>





	<p>run up where appropriate.</p> <ul style="list-style-type: none"><li>• Compete with others and aim to improve personal best performances.</li></ul>	<p>track of personal best performances, setting targets for improvement</p>
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