

## PE (All Key-Stages)

| <b>Skills Map for Physical Health &amp; Wellbeing</b>   |  |
|---|--|
| <b>Physical Education</b>   |  |
| <b>Early Years</b>  |  |
| <b>Physical Skills</b>  | <b>Thinking Skills</b>   |
| <ul style="list-style-type: none"> <li>• To dress and undress themselves.</li> <li>• To demonstrate spatial awareness.</li> <li>• To control their fundamental movement skills (e.g. stopping and starting on command, walking and running safely).</li> <li>• To develop fundamental movement skills (including running, jumping, throwing).</li> <li>• To identify a target and use effective throwing techniques.</li> <li>• To move creatively using whole body (e.g. dancing, posing, balancing).</li> <li>• To develop basic strength and flexibility.</li> <li>• To copy and perform basic movements.</li> </ul> | <ul style="list-style-type: none"> <li>• To listen to, understand and follow some basic rules.</li> <li>• To show good awareness of personal space.</li> <li>• To watch and comment on what they have seen.</li> </ul>         |
| <b>Greater Depth</b>  | <b>Greater Depth</b>   |
| <ul style="list-style-type: none"> <li>• To tie shoelaces and fasten buttons.</li> <li>• To perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required.</li> </ul>  | <ul style="list-style-type: none"> <li>• To use equipment safely and effectively.</li> <li>• To comment and reflect on their own skills and those of others.</li> <li>• To apply skills in a variety of situations.</li> </ul> |
| <b>Personal Skills</b>  | <b>Health Skills</b>   |
| <ul style="list-style-type: none"> <li>• To develop confidence and resilience.</li> <li>• To describe the differences in the way their body works and feels when playing different games.</li> <li>• To compete fairly showing good sportsmanship.</li> </ul>   | <ul style="list-style-type: none"> <li>• To identify the impact of physical activity on their bodies.</li> <li>• To differentiate between healthy and unhealthy foods.</li> </ul>  |
| <b>Greater Depth</b>  | <b>Greater Depth</b>   |
| <ul style="list-style-type: none"> <li>• To know that physical exercise is good for them and describe what it feels like.</li> </ul>  | <ul style="list-style-type: none"> <li>• To explain the impact that healthy or unhealthy foods will have on their bodies.</li> </ul>   |

**Skills Map for Physical Health & Wellbeing**

**Physical Education**

**Year 1**

| <b>Physical Skills</b>  | <b>Thinking Skills</b>   |
|---|--|
| <ul style="list-style-type: none"> <li>• To develop fundamental movement skills(including running, jumping, throwing and catching).</li> <li>• To improve running technique and run for longer distances.</li> <li>• To perform a run and jump sequence.</li> <li>• To develop an under and over arm throwing action.</li> <li>• To maintain stillness on different bases of support with different body shapes.</li> <li>• To develop basic strength and flexibility.</li> <li>• To perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required.</li> <li>• To link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end.</li> </ul> | <ul style="list-style-type: none"> <li>• To develop simple tactics for attacking and defending and ways to score.</li> <li>• To describe some basic rules.</li> <li>• To show good awareness of space and the actions of others.</li> <li>• To watch, describe and comment on what they have seen.</li> <li>• To develop ways to score.</li> <li>• To show good awareness of space and the actions of others.</li> </ul> |
| <b>Greater Depth</b>  | <b>Greater Depth</b>   |
| <ul style="list-style-type: none"> <li>• To create and perform a movement phrase with a beginning, middle and end.</li> <li>• To show good awareness of space, apparatus and the actions of others.</li> </ul>  | <ul style="list-style-type: none"> <li>• To carry and set up equipment safely with help.</li> <li>• To apply skills in a variety of situations.</li> </ul>   |
| <b>Personal Skills</b>  | <b>Health Skills</b>   |
| <ul style="list-style-type: none"> <li>• To develop confidence and resilience.</li> <li>• To describe the differences in the way their body works and feels when playing different games.</li> <li>• To compete fairly showing good sportsmanship.</li> </ul>   | <ul style="list-style-type: none"> <li>• To identify the heart as a muscle that grows stronger with exercise, play and physical activity.</li> </ul>   |
| <b>Greater Depth</b>  | <b>Greater Depth</b>   |
| <ul style="list-style-type: none"> <li>• To know running, jumping and throwing is good for them and describe what it feels like.</li> </ul>   | <ul style="list-style-type: none"> <li>• To differentiate between healthy and unhealthy foods.</li> </ul>  |

## **Skills Map for Physical Health & Wellbeing**

### **Physical Education**

Year 2

| <b>Physical Skills</b>  | <b>Thinking Skills</b>  |
|---|---|
| <ul style="list-style-type: none"> <li>• To develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching).</li> <li>• To show good awareness of space and the actions of others.</li> <li>• To compete in small sided games fairly showing good sportsmanship.</li> <li>• To develop basic strength and flexibility.</li> <li>• To run with a good technique at different speeds.</li> <li>• To perform a two footed jump.</li> <li>• To show a good throwing technique and extend accuracy and distance.</li> <li>• To perform basic gymnastic actions with control and coordination.</li> </ul> | <ul style="list-style-type: none"> <li>• To show awareness of space and the actions of others during games.</li> <li>• To use a variety of simple tactics in a small sided game.</li> <li>• To describe some basic rules.</li> <li>• To begin to watch others and focus on specific actions to improve own skills.</li> <li>• To handle apparatus safely and recognise risks involved.</li> </ul> |
| <b>Greater Depth</b>  | <b>Greater Depth</b>  |
| <ul style="list-style-type: none"> <li>• To repeat a sequence of gymnastic actions incorporating smooth transitions and stillness.</li> <li>• To know the difference tension and relaxation in their body.</li> </ul>   | <ul style="list-style-type: none"> <li>• To use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it.</li> </ul>   |
| <b>Personal Skills</b>  | <b>Health Skills</b>  |
| <ul style="list-style-type: none"> <li>• To work and compete individually and with others.</li> <li>• To develop competence.</li> <li>• To develop confidence.</li> <li>• To know playing games is good for them and describe what it feels like.</li> <li>• To know running, jumping and throwing is good for them and describe what it feels like.</li> <li>• To compete fairly, showing good sportsmanship.</li> </ul>   | <ul style="list-style-type: none"> <li>• To identify physical activities that contribute to fitness</li> <li>• To recognise the 'good health balance' of nutrition and physical activity.</li> </ul>  |
| <b>Greater Depth</b>  |   |
| <ul style="list-style-type: none"> <li>• To know flexibility, strength and body control is good for them and describe what it feels like.</li> </ul>  |   |

**Skills Map for Physical Health & Wellbeing**

**Physical Education**

**Year 3**

| <b>Physical Skills</b>  | <b>Thinking Skills</b>  |
|---|---|
| <ul style="list-style-type: none"> <li>• To master fundamental movement skills with a good level of consistency (including running, jumping, throwing and catching).</li> <li>• To throw and catch with control when under limited pressure to keep possession and score goals.</li> <li>• To show awareness of opponents and team mates during games.</li> <li>• To select running speed for appropriate activity.</li> <li>• To make up and repeat a short sequence of linked jumps.</li> <li>• To adapt a gymnastic sequence to include different levels, speeds or directions.</li> <li>• To use more detailed plans and diagrams that take them from familiar to less familiar areas.</li> <li>• To develop gymnastic techniques and transitions.</li> </ul> | <ul style="list-style-type: none"> <li>• To show good awareness of space and the actions of others.</li> <li>• To use simple rules fairly and extend them to devise their games.</li> <li>• To recognise good performances in themselves and others and use what they have learned improve their own work.</li> <li>• To take part in relay activities remembering when to run and what to do.</li> </ul> |
| <b>Greater Depth</b>  | <b>Greater Depth</b>  |
| <ul style="list-style-type: none"> <li>• To throw a variety of objects, changing their action for accuracy and distance.</li> <li>• To perform combinations of gymnastics actions using floor, mats and apparatus.</li> </ul>   | <ul style="list-style-type: none"> <li>• To use ideas they have learned in one task and apply them in another.</li> <li>• To choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games.</li> </ul>   |
| <b>Personal Skills</b>  | <b>Health Skills</b>  |
| <ul style="list-style-type: none"> <li>• To begin to understand the importance of warming up.</li> <li>• To identify that playing extended games improves their stamina.</li> <li>• To compete fairly showing good sportsmanship individually and with others.</li> <li>• To develop competence and confidence.</li> <li>• To recognise when their body is warmer or cooler and when their heart beats faster and slower.</li> </ul>  | <ul style="list-style-type: none"> <li>• To recognise that strength and suppleness are important parts of fitness.</li> <li>• To develop calming techniques and self-regulate emotions with an adult.</li> </ul>  |

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| <ul style="list-style-type: none"> <li>To get changed to and from P.E. kit independently in 3 minutes.</li> </ul>   |  |
| <b>Greater Depth</b>  | <b>Greater Depth</b>   |
| <ul style="list-style-type: none"> <li>To know and describe the effects of different exercise activities on the body and how to improve stamina.</li> </ul> | <ul style="list-style-type: none"> <li>To describe the concept of fitness and provides examples of physical activity to enhance fitness.</li> <li>To identify foods that are beneficial for before and after physical activity.</li> </ul> |

| <b>Skills Map for Physical Health &amp; Wellbeing</b>  |  |
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| <b>Physical Education</b>  |  |
| <b>Year 4</b>  |  |
| <b>Physical Skills</b>   | <b>Thinking Skills</b>   |
| <ul style="list-style-type: none"> <li>To throw and catch with control when under limited pressure to keep possession and score goals.</li> <li>To change pace, length and direction to outwit their opponent.</li> <li>To show some control when using a range of basic running, jumping and throwing actions with some accuracy and power into a target area.</li> <li>To perform a range of gymnastic actions with increased consistency and fluency.</li> <li>To perform a range of jumps showing contrasting techniques and sometimes using a short run up.</li> <li>To work with a partner to show similar and contrasting actions on the floor and apparatus.</li> <li>To combine actions and show clarity of shape in longer sequences, alone or with a partner.</li> <li>To perform dances using a range of movement patterns.</li> </ul> | <ul style="list-style-type: none"> <li>To describe their own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved.</li> <li>To appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.</li> <li>To work in cooperative groups to use different techniques, speeds and effort to meet challenges.</li> <li>To handle apparatus safely and recognise risks involved.</li> </ul> |
| <b>Greater Depth</b>   | <b>Greater Depth</b>   |
| <ul style="list-style-type: none"> <li>To choose and use a range of ball skills with a good degree of accuracy.</li> </ul>   | <ul style="list-style-type: none"> <li>To relate different athletic activities to changes in heart rate, breathing and temperature.</li> </ul>   |

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| <ul style="list-style-type: none"> <li>To use a variety of techniques and tactics to attack, keep possession and score.</li> </ul>  | <ul style="list-style-type: none"> <li>To choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games.</li> <li>To develop calming techniques and self-regulate emotions.</li> </ul> |
| <b><i>Personal Skills</i></b>   | <b><i>Health Skills</i></b>   |
| <ul style="list-style-type: none"> <li>To work and compete individually and with others.</li> <li>To develop confidence and competence.</li> <li>To understand how strength, stamina and speed can be improved by playing games.</li> <li>To compete in small sided games fairly showing good sportsmanship.</li> <li>To recognise when their body is warmer or cooler and when their heart beats faster or slower.</li> <li>To recognise that strength and suppleness are important parts of fitness.</li> <li>To get changed to and from P.E. kit independently in 3 minutes</li> </ul> | <ul style="list-style-type: none"> <li>To examine the health benefits of participating in physical activity.</li> </ul>   |
| <b><i>Greater Depth</i></b>   | <b><i>Greater Depth</i></b>   |
| <ul style="list-style-type: none"> <li>To lead activities and teach to other children.</li> </ul>   | <ul style="list-style-type: none"> <li>To discuss the importance of hydration and hydration choices relative to physical activities.</li> </ul>   |

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| <b><i>Skills Map for Physical Health &amp; Wellbeing</i></b>  |   |
| <b><i>Physical Education</i></b>  |   |
| <b>Year 5</b>   |   |
| <b><i>Physical Skills</i></b>   | <b><i>Thinking Skills</i></b>   |
| <ul style="list-style-type: none"> <li>To use a large range of sending, receiving and travelling techniques in games, with varied control.</li> <li>To demonstrate a range of throwing actions using modified equipment with some accuracy and control.</li> <li>To understand and demonstrate the differences between sprinting and distance running.</li> </ul> | <ul style="list-style-type: none"> <li>To know and apply the basic strategic and tactical principles of some games and adapt them to different situations.</li> <li>To show good awareness of space and the action of others.</li> <li>To appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.</li> </ul> |

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| <ul style="list-style-type: none"> <li>• To show control in take-off activities.</li> <li>• To work cooperatively to put strategies and solutions into action.</li> <li>• To develop and refine orienteering and problem-solving skills when working in groups and on their own.</li> <li>• To perform dances using a range of movement patterns.</li> <li>• To perform combinations of gymnastic actions with different levels, speeds and directions.</li> </ul>   | <ul style="list-style-type: none"> <li>• To identify good performances and suggest ideas for practices that will improve their play.</li> <li>• To work in cooperative groups to use different techniques, speeds and effort to meet challenges.</li> <li>• To predict how different activities will affect heart rate, temperature and performance.</li> <li>• To evaluate a sequence and suggest improvements to speed, direction and level, applying some basic criteria.</li> </ul> |
| <b><i>Greater Depth</i></b>  | <b><i>Greater Depth</i></b>   |
| <ul style="list-style-type: none"> <li>• To develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control.</li> <li>• To perform actions, shapes and balances with good body tension and extension.</li> </ul>   | <ul style="list-style-type: none"> <li>• To devise (with help) warm up and cool down activities and justify their choices.</li> <li>• To know and apply the strategic and tactical principles of various games and adapt them to different situations.</li> </ul>   |
| <b><i>Personal Skills</i></b>  | <b><i>Health Skills</i></b>   |
| <ul style="list-style-type: none"> <li>• To work and compete individually and with others.</li> <li>• To develop confidence and competence.</li> <li>• To compete in small sided games fairly showing good sportsmanship.</li> <li>• To recognise when their body is warmer or cooler and when their heart beats faster or slower.</li> <li>• To recognise that strength and suppleness are important parts of fitness.</li> <li>• To get changed to and from P.E. kit independently in 3 minutes</li> </ul> | <ul style="list-style-type: none"> <li>• To understand fully why exercise is good for fitness, health and wellbeing.</li> <li>• To develop calming techniques and self-regulate emotions.</li> </ul>  |
| <b><i>Greater Depth</i></b>  | <b><i>Greater Depth</i></b>   |
| <ul style="list-style-type: none"> <li>• To lead activities and teach to other children.</li> </ul>  | <ul style="list-style-type: none"> <li>• To design a fitness plan to address ways to use physical activity to enhance fitness.</li> <li>• To analyse the impact of food choices relative to physical activity, youth sports &amp; personal health.</li> </ul>   |

## Skills Map for Physical Health & Wellbeing

### Physical Education

Year 6

| <b>Physical Skills</b>  | <b>Thinking Skills</b>   |
|---|--|
| <ul style="list-style-type: none"> <li>• To use a large range of sending, receiving and travelling techniques in games, with varied control.</li> <li>• To perform skills with greater speed, fluency and accuracy in invasion, striking and net games.</li> <li>• To choose appropriate techniques for specific events.</li> <li>• To choose the best pace for a running event, in order to sustain running and improve their personal target.</li> <li>• To show control and power in take-off and landing activities.</li> <li>• To show accuracy and good technique when throwing for distance.</li> <li>• To find appropriate solution to problems and challenges.</li> <li>• To perform dances using a range of movement patterns.</li> <li>• To work with a partner or small group to practise and refine a sequence.</li> </ul> | <ul style="list-style-type: none"> <li>• To understand, choose and apply a range of tactics and strategies for defence and attack.</li> <li>• To devise (with help) warm up and cool down activities and justify their choices.</li> <li>• To appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.</li> <li>• To develop their ability to evaluate their own and others' work, and to suggest ways to improve it using appropriate terminology.</li> </ul> |
| <b>Greater Depth</b>  | <b>Greater Depth</b>   |
| <ul style="list-style-type: none"> <li>• To prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environments.</li> <li>• To combine and perform actions, shapes and balances with fluency increasingly difficult combinations.</li> </ul>   | <ul style="list-style-type: none"> <li>• To organise and judge events and challenges well.</li> <li>• To know and apply strategic and tactical principles of a various games and adapt them to different situations.</li> </ul>  |
| <b>Personal Skills</b>  | <b>Health Skills</b>   |
| <ul style="list-style-type: none"> <li>• To work and compete individually and with others.</li> <li>• To develop confidence and competence.</li> <li>• To compete in small sided games fairly showing good sportsmanship.</li> <li>• To compete in a range of team events</li> <li>• To get changed to and from P.E. kit independently in 2 minutes.</li> </ul>   | <ul style="list-style-type: none"> <li>• To understand fully why exercise is good for fitness, health and wellbeing.</li> <li>• To identify activities that help develop stamina or power and suggest how some can be used in other types of activities.</li> </ul>  |
| <b>Greater Depth</b>  | <b>Greater Depth</b>   |
| <ul style="list-style-type: none"> <li>• To know the importance and types of fitness and how playing games contributes to a healthy lifestyle.</li> </ul>   | <ul style="list-style-type: none"> <li>• To design a fitness plan to address ways to use physical activity to enhance fitness.</li> </ul>  |



- To analyse the impact of food choices relative to physical activity, youth sports & personal health.

## Swimming

| <i><b>Working Towards</b></i>   | <i><b>Expected</b></i>  | <i><b>Greater Depth</b></i>   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• To swim 15 metres unaided.</li> <li>• To keep swimming for 30-45 seconds, using swimming aids and support.</li> <li>• To use a variety of basic arm and leg actions when on their front and on their back.</li> <li>• To swim on the surface and lower themselves under water.</li> <li>• To take part in group problem-solving activities on personal survival.</li> <li>• To recognise how their body reacts and feels when swimming.</li> <li>• To recognise and concentrate on what they need to improve.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>To swim at least 25 metres and keep swimming for at least 2 minutes.</b></li> <li>• To use 3 different strokes, swimming on their front and back.</li> <li>• To control their breathing.</li> <li>• To swim confidently and fluently on the surface and under water.</li> <li>• To work well in groups to solve specific problems and challenges, sharing out the work fairly.</li> <li>• To recognise how swimming affects their body, and pace their efforts to meet different challenges.</li> <li>• To suggest activities and practices to help improve their own performance.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>To swim further than 200 metres.</b></li> <li>• <b>To swim fluently and confidently for over 5 minutes</b></li> <li>• To use all 3 strokes with control.</li> <li>• To swim short distances using butterfly.</li> <li>• To breathe so that the pattern of their swimming is not interrupted.</li> <li>• To perform a wide range of personal survival techniques confidently.</li> <li>• To know what the different tasks demand of their body, and pace their efforts well to meet challenges.</li> <li>• To describe good swimming technique and show and explain it to others.</li> </ul> |