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|  | **Physical 1**  Basic skills | **Physical 2**  Basic skills in combination | **Thinking 1**  Reflecting and Improving | **Thinking 2**  Decision Making | **Social 1**  Social skills | **Social 2**  Values | **Healthy Lifestyles 1**  Body and Exercise | **Healthy Lifestyles 2**  Healthy Participation |
| Year 1 | Explore, copy and use basic actions and fundamental skills with control, agility, balance and coordination. | Perform some basic shapes, jumps, or fundamental skills as part of a sequence. | Comment on an action, movement or shape that has been performed well. | Use basic tactics for attacking and defending: Identify space and move into it when during games. | Show a developing ability to resolve problems, such as within a team game. | Able to explain the terms, regularly demonstrate and identify examples of **resilience, fairness and determination.** | Describe how their body feels when they are exercising, noticing some physical changes. | Talk about why it is good for them to take part in physical activity. |
| Year 2 | Demonstrate a **varied range** of actions, fundamental skills and techniques with confidence and **increasing control, co-ordination and fluency.** | **Link** together a variety of shapes, jumps, or fundamental skills. | Comment on an action, movement or shape that has been performed well, including what they like and dislike. | Use basic tactics for attacking and defending for different types of games: Identify where to run and decide when the best time is to move during games. | Explain and give examples of how teamwork can increase chances of success within a game or activity. | Able to explain the terms, regularly demonstrate and identify examples of **resilience, friendship and readiness.** | Using simple terms, discuss what a warm-up is and how it prepares them for the lesson. | To use apparatus safely, including taking ownership of safety within lessons. |
| Year 3 | Use a wide range of fundamental skills and movements **consistently** and with control, accuracy and fluency. | **Fluently** perform simple sequences of movements and combinations of actions. | Watch a range of performances and comment on which they like best and why, giving suggestions to help improve a performance. | Use basic tactics, including identifying space to keep possession of the ball in a team game. | Confidently gives advice and support to help others improve. | Able to explain the terms, regularly demonstrate and identify examples of **resilience, respect and confidence.** | Explain what the terms agility, speed and stamina mean and talk about how they are used within PE. | To work safely and effectively across a range of activities, including on their own and with a partner. |
| Year 4 | Use a wide range of actions, fundamental skills and **variations of techniques** with increased control, accuracy and fluency. | Perform **longer sequences** of high-quality movements, including changes in speed and level. | Compare and contrast different performances and make suggestions to improve them. | Use different tactics to maintain and regain possession. | Work well with children who are outside of their usual friendship circle (as a pair or part of a team). | Able to explain the terms, regularly demonstrate and identify examples of **resilience, honesty and a desire to improve a personal best.** | Explain what makes a good warm up routine. | Explain why regular exercise is good for health and wellbeing. |
| Year 5 | Use a range of **refined actions**, fundamental skills and variations of techniques with increased control and consistency. | Perform **and adapt** longer sequences of high-quality combinations of movements, including changes in speed and level. | Evaluate different performances and give feedback to highlight strengths and weaknesses. | Identify how the team can become better at attacking and defending. | Able to show a good sporting attitude when both winning and losing. | Able to explain the terms, regularly demonstrate and identify examples of **resilience, trust and inclusion.** | Explain the aims of a warm up, and how a thorough warm up routine can lead to improved performance. | Explain how strength and flexibility can influence their overall health. |
| Year 6 | **Explore, innovate and use** a range of refined actions, fundamental skills and variations of techniques. | Perform and adapt longer sequences of high-quality combinations of movements **with fluency.** | Evaluate the quality of a performance, including skills, use of tactical ideas and teamwork, and make changes to increase chances of success. | Evaluate the chosen formations and tactics and adapt to increase their chances of success. | Able to use successful communication skills to help improve a team performance. | Able to explain the terms, regularly demonstrate and identify examples of **resilience, equality and humility**. | Explain in greater depth why both heart rate and breathing rate increase during exercise. | Explain in greater depth why physical activity is good for their fitness, health and wellbeing. |