



## Learning in PE Skills Progression -Year 1 to Year 6



### Aims of the National Curriculum

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

		Y1	Y2	Y3	Y4	Y5	Y6
<b>NC Programme of Study</b>		<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>		<p>Pupils should continue to apply 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p><u>Swimming and Water Safety</u></p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>			
<b>Progression in Learning skills</b>	<b>GAMES-MOVEMENT KNOWLEDGE</b>	<p>Perform locomotion skills (running, jumping, hopping, skipping, etc.) using a pattern.</p> <p>Throw underarm in a pattern.</p> <p>Develop an overarm throw. Catch a large ball without cradling or trapping it against the body. Dribble a ball with hands or feet, while</p>	<p>Skilfully, perform locomotion skills (running, jumping, hopping, skipping, etc.) using a mature pattern.</p> <p>Throw underarm in a mature pattern.</p> <p>Consolidate an overarm throw. Catch a large ball confidently without cradling or trapping it against the body.</p>	<p>Use a variety of locomotor skills in combination with object-control skills, e.g. jogging while dribbling a ball.</p> <p>Be able to transition fluently from one type of locomotion skill to another.</p> <p>Throw underarm to a partner or towards a target accurately.</p>	<p>Use a variety of locomotor skills in combination with object-control skills, e.g. running while dribbling a ball, avoiding obstacles safely and skilfully.</p> <p>Be able to transition fluently and skilfully from one type of locomotion skill to another.</p> <p>Throw underarm to a partner from distance or towards a target accurately.</p>	<p>Demonstrate a mature pattern in a variety of locomotion skills during small-sided games and activities.</p> <p>Use a variety of locomotion and object-control skills to score in small-sided games.</p> <p>Throw in a variety of ways, and accurately towards a number of different targets, including moving targets.</p> <p>Catch a ball in a variety of positions (high, low, near to</p>	<p>Consolidate a mature pattern in a variety of locomotion skills during small-sided games and activities.</p> <p>Use a variety of locomotion and object-control skills skilfully to score in small-sided games.</p> <p>Throw in a variety of ways, and accurately towards moving targets.</p> <p>Catch a ball in a variety of positions (high, low, near to</p>

	<p>moving slowly in their own space.</p> <p>Begin to kick a stationary ball from a short run-up.</p> <p>Strike a ball off a tee with a bat.</p> <p>Strike a ball with a short-handed bat.</p> <p>Send an object towards a target.</p> <p>Chase and retrieve a moving ball.</p> <p>Jump and land safely.</p> <p>Change direction.</p> <p>Use the ready position.</p>	<p>Dribble a ball with hands or feet, while moving confidently in their own space.</p> <p>Kick a stationary ball from a short run-up.</p> <p>Strike a ball off a tee with a bat.</p> <p>Strike a ball accurately with a short-handed bat.</p> <p>Send an object accurately towards a target.</p> <p>Chase and retrieve a moving ball, using skill to stop it.</p> <p>Jump and land safely.</p> <p>Change direction safely.</p> <p>Consistently use the ready position.</p>	<p>Throw overarm with increasing accuracy.</p> <p>Catch a small ball thrown from a partner.</p> <p>Catch a large ball thrown from a partner, while on the move.</p> <p>Dribble a ball with hands or feet, while changing speed and direction.</p> <p>Send and receive a ball to and from a partner in a variety of ways, kicking, throwing, striking with a variety of implements (including long-handled implements, e.g. hockey sticks) while stationary initially.</p> <p>Use a balanced stance to send or receive a ball. Be able to change direction quickly</p>	<p>Throw overarm for distance with increasing accuracy.</p> <p>Catch a small ball thrown from a partner using correct technique.</p> <p>Catch a large ball thrown from a partner, while on the move using correct technique.</p> <p>Dribble a ball with hands or feet, while changing speed and direction, avoiding obstacles.</p> <p>Send and receive a ball to and from a partner in a variety of ways, kicking, throwing, striking with a variety of implements (including long-handled implements, e.g. hockey sticks) while moving.</p> <p>Use a balanced stance to send or receive a ball accurately. Be able to change direction quickly and skilfully.</p>	<p>the body) and with different degrees of force.</p> <p>Pass and receive a ball with the feet, hands or implement while on the move.</p> <p>Maintain a rally with a partner.</p> <p>Change levels and pathways quickly and fluently.</p> <p>Move an opponent around by throwing into space.</p> <p>Pass and move quickly into space.</p> <p>Dribble a ball with hands or feet, while changing speed and direction.</p>	<p>the body) at a high level of force.</p> <p>Pass and receive a ball with the feet, hands or implement while traveling at speed.</p> <p>Maintain a rally skilfully with a partner.</p> <p>Change levels and pathways quickly and fluently.</p> <p>Move an opponent around by throwing into space at different positions.</p> <p>Pass and move quickly into space.</p> <p>Dribble a ball with hands or feet, while changing speed and direction, fluently and efficiently.</p>
<b>GYMNASTICS- MOVEMENT KNOWLEDGE</b>	<p>Copy and remember actions.</p> <p>Travel in a variety of ways (walking, running, hopping).</p> <p>Balance on a variety of large and small body parts (back, tummy, hands and feet).</p>	<p>Copy and remember a variety of actions.</p> <p>Travel in a variety of ways (walking, running, hopping) with skill and fluency.</p> <p>Balance on a variety of large and small body parts (back, tummy, hands and</p>	<p>Travel in a variety of ways (skipping, galloping).</p> <p>Balance on a variety of large and small body parts (front, back and side support, shoulder stand).</p> <p>Move in a clear, fluent and expressive manner.</p>	<p>Travel in a variety of ways (skipping, galloping) with skill and fluency.</p> <p>Balance on a variety of large and small body parts (front, back and side support, shoulder stand) for a longer period of time.</p>	<p>create complex and well-executed sequences that include a full range of movements (jumps, rolls, balance, travelling and weight on hands) linked fluently and performed with expression.</p> <p>Create a sequence with a partner/small group to include simple partner balances.</p>	<p>create complex and well-executed sequences that include a full range of movements (jumps, rolls, balance, travelling and weight on hands) linked fluently and performed with expression.</p> <p>Create a sequence with a partner/small group to include partner balances.</p>

	<p>Perform a variety of rolls to include egg roll, log roll, rock to stand and forward roll.</p> <p>Link movements together into a short sequence using floor and apparatus.</p> <p>Remember, repeat and be able to refine movements in a sequence.</p> <p>Climb safely on equipment.</p> <p>Jump in a variety of ways (straight jump, tuck and star jump)</p> <p>Take some weight on hands, e.g. in a bunny hop.</p> <p>Set up apparatus safely.</p> <p>Vault on to a bench</p>	<p>feet) for a longer period of time.</p> <p>Perform a variety of rolls to include egg roll, log roll, rock to stand and forward roll, using correct technique safely and skilfully.</p> <p>Link movements together into a sequence using floor and apparatus.</p> <p>Remember, repeat and be able to refine movements in a sequence.</p> <p>Climb safely on equipment, using correct technique.</p> <p>Jump in a variety of ways (straight jump, tuck and star jump) and land with increasing control and balance.</p> <p>Take some weight on hands, e.g. in a bunny hop.</p> <p>Set up apparatus safely and correctly.</p> <p>Vault on to a bench</p>	<p>Work alongside, away from and towards a partner.</p> <p>Perform a variety of rolls (teddy bear roll, backward roll to straddle and forward roll, dish and arch rolls).</p> <p>Take weight on hands (progressions towards a cartwheel).</p> <p>Use the five basic jumps and vary them using turns and shape.</p> <p>Perform simple partner balances (simple contact, no weight bearing), matching, mirroring and contrasting.</p> <p>Vault on to a small box placed longways</p>	<p>Move in a clear, fluent and expressive manner, connecting moves together.</p> <p>Work alongside, away from and towards a partner collaboratively.</p> <p>Perform a variety of rolls (teddy bear roll, backward roll to straddle and forward roll, dish and arch rolls) safely and skilfully.</p> <p>Take weight on hands (progressions towards a cartwheel).</p> <p>Use the five basic jumps and vary them using turns, shape &amp; landing.</p> <p>Perform simple partner balances (simple contact, no weight bearing), matching, mirroring and contrasting.</p> <p>Vault on to a small box placed longways.</p>	<p>Practise and refine the gymnastic techniques used in performances.</p> <p>Participate in a variety of gymnastic disciplines to include sports acrobatics, artistic gymnastics and rhythmic gymnastics.</p> <p>Vault on to or over a box placed sideways</p>	<p>Practise and refine the gymnastic techniques used in performances.</p> <p>Participate in a variety of gymnastic disciplines to include sports acrobatics, artistic gymnastics and rhythmic gymnastics.</p> <p>Vault over a box placed sideways.</p>
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<b>DANCE- MOVEMENT KNOWLEDGE</b>	<p>Perform a range of actions with control and coordination.</p> <p>Respond with different ways of moving to a variety of stimuli, e.g. music, song or a book.</p> <p>Link actions to perform short dances.</p> <p>Repeat and remember simple movement patterns.</p> <p>Demonstrate stillness in a range of shapes.</p> <p>Explore actions that express ideas for a dance.</p> <p>Use a prop such as a scarf to experiment with moving.</p>	<p>Perform a range of actions with control, coordination and rhythm.</p> <p>Respond with different ways of moving to a variety of stimuli, e.g. music, song or a book.</p> <p>Link actions to perform dances.</p> <p>Repeat and remember movement patterns.</p> <p>Demonstrate stillness in a range of shapes, holding for a longer period of time.</p> <p>Explore actions that express ideas for a dance.</p> <p>Use a prop such as a scarf to experiment with moving.</p>	<p>Choreograph a sequence of between four and six movements.</p> <p>Use real-life situations or stimuli, e.g. a poem or a picture, as a basis to create imaginative movements.</p> <p>Participate in a group dance.</p> <p>Identify and describe shapes and pathways within a dance.</p> <p>Identify and describe dance styles from different eras.</p> <p>View and describe dances from other cultures and know where they come from.</p> <p>Demonstrate a simple dance from a different culture.</p>	<p>Choreograph a sequence of between four and six movements, which can be recalled and repeated.</p> <p>Use real-life situations or stimuli, e.g. a poem or a picture, as a basis to create imaginative movements.</p> <p>Participate in a group dance and talk about individual and group contributions.</p> <p>Identify and describe shapes and pathways within a dance.</p> <p>Identify and describe dance styles from different eras.</p> <p>View and describe dances from other cultures and know where they come from.</p> <p>Demonstrate a simple dance from a different culture. Describe what they like or dislike about a dance.</p>	<p>Choreograph a short dance based upon a specific theme or idea.</p> <p>Create a dance with a clear beginning, middle and end.</p> <p>Choose appropriate music to accompany the dance.</p> <p>Experiment with alternative and imaginative ways of moving, by asking 'How about?' questions.</p> <p>Identify and discuss how dynamics are used within a dance.</p> <p>Compare and contrast dances from different eras and cultures.</p> <p>Understand and value that dance from different cultures and eras is created in different ways and can serve different functions in a community.</p> <p>Perform a dance from a different culture, demonstrating key features.</p> <p>Describe and evaluate the production of dances, taking into account costume, lighting, set and sound.</p> <p>Describe, using a range of vocabulary, how watching or</p>	<p>Choreograph a short dance based upon a specific theme or idea.</p> <p>Create a dance with a clear beginning, middle and end which follows.</p> <p>Choose appropriate music to accompany the dance.</p> <p>Experiment with alternative and imaginative ways of moving, by asking 'How about?' questions.</p> <p>Identify and discuss how dynamics are used within a dance.</p> <p>Compare and contrast dances from different eras and cultures.</p> <p>Understand and value that dance from different cultures and eras is created in different ways and can serve different functions in a community.</p> <p>Perform a dance from a different culture, demonstrating key features.</p> <p>Describe and evaluate the production of dances, taking</p>	

						performing a dance makes them think and feel	into account costume, lighting, set and sound.  Describe, using a range of vocabulary, how watching or performing a dance makes them think and feel
<b>ATHLETICS-MOVEMENT KNOWLEDGE</b>	<p>Introduce to travelling safely in different ways.</p> <p>Ensure children have correct technique when running.</p> <p>Sprint a short distance.</p>	<p>Ensure children are travelling skilfully and safely.</p> <p>Ensure children have correct technique when running.</p> <p>Sprint over short distances.</p>	<p>Accelerate and decelerate quickly, demonstrating control and stability.</p> <p>Sprint over short distances.</p> <p>Run over a longer distance, demonstrating endurance.</p> <p>Run with good rhythm and coordination over small obstacles.</p> <p>Use a range of throwing techniques (pull, push and sling).</p> <p>Throw for distance within a marked zone.</p> <p>Jump for height and distance, showing control in landings.</p> <p>Perform jump combinations with rhythm and control.</p> <p>Compete against self, aiming to improve personal best performances.</p>	<p>Accelerate and decelerate quickly, demonstrating control and stability.</p> <p>Sprint over short distances.</p> <p>Run over a longer distance, demonstrating endurance.</p> <p>Run with good rhythm and coordination over small obstacles.</p> <p>Use a range of throwing techniques (pull, push and sling).</p> <p>Throw for distance within a marked zone.</p> <p>Jump for height and distance, showing control in landings.</p> <p>Perform jump combinations with rhythm and control.</p> <p>Compete against self, aiming to improve personal best performances.</p>	<p>Accelerate from a variety of static positions.</p> <p>Sustain jogging or running at a consistent pace for a few minutes.</p> <p>Pass a relay baton, using correct technique.</p> <p>Sprint over small obstacles, maintaining a consistent stride pattern.</p> <p>Throw for distance, using the different types of throws, and refine performance by analysing technique and body shape.</p> <p>Perform triple jump sequences (hop, step, jump) with balance and control.</p> <p>Jump for distance from one foot to two feet and begin to use a short run-up.</p> <p>Perform a scissor jump from a short run-up.</p> <p>Compete against self, keeping track of personal best performances, setting targets for improvement.</p>	<p>Accelerate from a variety of static positions.</p> <p>Sustain jogging or running at a consistent pace for a few minutes.</p> <p>Pass a relay baton at speed, using correct technique.</p> <p>Sprint over small obstacles, maintaining a consistent stride pattern.</p> <p>Throw for distance, using the different types of throws, and refine performance by analysing technique and body shape.</p> <p>Perform triple jump sequences (hop, step, jump) with balance and control.</p> <p>Jump for distance from one foot to two feet and begin to use a short run-up.</p> <p>Perform a scissor jump from a short run-up.</p> <p>Compete against self, keeping track of personal best performances, setting targets for improvement.</p>	

<p><b>GAMES-TACTICS</b></p>	<p>Make simple decisions, e.g. which target to aim for.</p> <p>Use the terms 'opponent' and 'teammate'.</p> <p>Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target.</p> <p>Decide when and where to pass.</p> <p>Keep possession by passing and receiving a ball.</p> <p>Recognise space on a court or pitch.</p> <p>Use a base position.</p> <p>Decide which base to pass to depending on position of opponent.</p>	<p>Make tactical decisions, e.g. which target to aim for &amp; why.</p> <p>Use the terms 'opponent' and 'teammate'.</p> <p>Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target.</p> <p>Decide when and where to pass &amp; explain why.</p> <p>Keep possession by passing and receiving a ball.</p> <p>Recognise space on a court or pitch.</p> <p>Use a base position.</p> <p>Decide which base to pass to depending on position of opponent.</p>	<p>Recognise how to use space to make it easy for a teammate, e.g. passing towards them, or difficult for an opponent, e.g. passing away from them.</p> <p>Evade an opponent.</p> <p>Make more complex decisions, e.g. which pass to use when under pressure, which teammate to pass to.</p> <p>Maintain possession by supporting the ball carrier.</p> <p>See pitch and court spaces, long and short.</p> <p>Cover the court as a team.</p> <p>Determine when to run on or stop at a base.</p>	<p>Recognise how to use space to make it easy for a teammate, e.g. passing towards them, or difficult for an opponent, e.g. passing away from them.</p> <p>Evade an opponent using skills taught.</p> <p>Make more complex decisions, e.g. which pass to use when under pressure, which teammate would be best to pass to.</p> <p>Maintain possession by supporting the ball carrier.</p> <p>See pitch and court spaces, long and short.</p> <p>Cover the court as a team.</p> <p>Determine when to run on or stop at a base.</p>	<p>Defend a space or a player.</p> <p>Employ feinting.</p> <p>Work within the strategy of the team.</p> <p>Support the ball carrier while moving.</p> <p>Move into space, making decisions on when and where to move.</p> <p>Use a quick outlet pass when appropriate.</p> <p>Make 'power versus accuracy' decisions.</p> <p>Use a variety of shots for short and long delivery.</p> <p>Shift to cover space.</p> <p>Decide when and if bases need to be covered.</p> <p>Communicate effectively during a game.</p> <p>Adjust backswing, step and approach relative to requirements of the shot.</p>	<p>Defend a space or a player to prevent them getting the ball.</p> <p>Employ feinting.</p> <p>Work within the strategy of the team.</p> <p>Support the ball carrier while moving towards a forward target.</p> <p>Move into space, making decisions on when and where to move.</p> <p>Use a quick outlet pass when appropriate.</p> <p>Make 'power versus accuracy' decisions.</p> <p>Use a variety of shots for short and long delivery.</p> <p>Shift to cover space.</p> <p>Decide when and if bases need to be covered.</p> <p>Communicate effectively during a game.</p> <p>Adjust backswing, step and approach relative to requirements of the shot.</p>
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<b>GYMNASTICS-TACTICS</b>	<p>Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what to add interest to a sequence, e.g. perform a tucked roll at a low level and a star jump at a high level.</p> <p>Make decisions on which actions are best performed on apparatus, support from a teacher.</p> <p>Make decisions on the choice of actions to be performed ensuring smooth links.</p>	<p>Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what to add interest to a sequence, e.g. perform a tucked roll at a low level and a star jump at a high level.</p> <p>Make decisions on which actions are best performed on apparatus.</p> <p>Make decisions on the choice of actions to be performed ensuring smooth links.</p>	<p>Design sequences to demonstrate fluency, changes in dynamics, shape and level, both individually and with a partner.</p> <p>Link a variety of movements into a sequence of ten moves to include floor and apparatus, starting and finishing positions and simple partner balances.</p> <p>Choose skills which both partners can perform well.</p> <p>Choose when and how to use techniques like unison and canon to add interest to the sequence.</p> <p>Use the apparatus to support more complex movements, e.g. handstand against a movement table.</p>	<p>Design sequences to demonstrate fluency, changes in dynamics, shape and level, both individually and with a partner.</p> <p>Link a variety of movements into a sequence of ten moves to include floor and apparatus, starting and finishing positions and simple partner balances.</p> <p>Choose skills which both partners can perform well &amp; justify these.</p> <p>Choose when and how to use techniques like unison and canon to add interest to the sequence.</p> <p>Use the apparatus to support more complex movements, e.g. handstand against a movement table.</p>	<p>Choose contrasting actions, levels, speeds, effort, canon and unison, symmetry and asymmetry to add interest to a sequence.</p> <p>Enter and exit actions in a variety of ways, e.g. arabesque into a forward roll.</p> <p>Evaluate the quality of a gymnastics sequence.</p> <p>Make choices on actions to be performed based on the ability of the whole group.</p> <p>Choose group balances which can be exited and entered fluently.</p>	<p>Choose contrasting actions, levels, speeds, effort, canon and unison, symmetry and asymmetry to add interest to a sequence.</p> <p>Enter and exit actions in a variety of ways safely, e.g. arabesque into a forward roll.</p> <p>Evaluate the quality of a gymnastics sequence and say improvements &amp; why.</p> <p>Make choices on actions to be performed based on the ability of the whole group.</p> <p>Choose group balances which can be exited and entered fluently.</p>
<b>DANCE-TACTICS</b>	<p>Apply movement adaptations to their movement techniques, e.g. an unhappy walk.</p> <p>Express emotions through facial expressions, gestures and posture.</p> <p>Describe their choices of movement.</p>	<p>Apply movement adaptations to their movement techniques, e.g. an unhappy walk.</p> <p>Express emotions through facial expressions, gestures and posture.</p> <p>Describe their choices of movement &amp; explain why they have used it.</p> <p>Choose which actions to change with the</p>	<p>Perform by varying the movements in a sequence, using dynamics, space and relationships.</p> <p>Express emotions with realistic actions, e.g. stamp when angry, skip when happy.</p> <p>Explain how a movement can represent an idea.</p> <p>Create movements and phrases that convey a</p>	<p>Perform expressively by varying the movements in a sequence, using dynamics, space and relationships.</p> <p>Express emotions with realistic actions, e.g. stamp when angry, skip when happy.</p> <p>Explain how a movement can represent an idea &amp; demonstrate this.</p> <p>Create movements and phrases that convey a</p>	<p>Use compositional devices such as counterpoint and complement.</p> <p>Perform to illustrate a theme.</p> <p>Perform with focus towards an audience.</p> <p>Choose contrasting dances to maintain audience interest.</p> <p>Make decisions on how and when to include compositional devices for maximum impact.</p>	<p>Use compositional devices such as counterpoint and complement.</p> <p>Perform expressively to illustrate a theme.</p> <p>Perform with focus towards an audience.</p> <p>Choose contrasting dances to maintain audience interest.</p> <p>Make decisions on how and when to include compositional devices for maximum impact.</p>

		Choose which actions to change with the movement adaptations of space, dynamics and relationships.	movement adaptations of space, dynamics and relationships.	definite idea or sequence of events.  Structure a dance to tell a story.  Use action reaction techniques.  Use compositional devices of canon and unison.  Choose the order of the dance for maximum spectator impact	definite idea or sequence of events.  Structure a dance to tell a story.  Use action reaction techniques.  Use compositional devices of canon and unison.  Choose the order of the dance for maximum spectator impact		
	<b>ATHLETICS-TACTICS</b>	Children to develop tactical knowledge.  Understand how tactics influence the result of a race.	Children to develop tactical knowledge further.  Understand how tactics influence the result of a race.	Choose a sequence to combine jumps efficiently.  Make decisions about the best take-off leg.  Vary the pace to sustain running over a period of time.  Make decisions on how to increase the height and distance of a throw	Choose a sequence to combine jumps efficiently and skilfully.  Make decisions about the best take-off leg.  Vary the pace to sustain running over a period of time.  Make decisions & implement them on how to increase the height and distance of a throw	Adjust pace to ensure the whole team can sustain the timed run.  Adapt length of run-up to improve the performance of the jump.  Change the height of release to maximise the distance thrown.	Adjust pace to ensure the whole team can sustain the timed run, working together.  Adapt length of run-up to improve the performance of the jump.  Change the height of release to maximise the distance thrown.

## Milestone 1: Personal and social, leadership and healthy lifestyle knowledge (in all disciplines)

### Milestone 1

Personal and social knowledge	Leadership knowledge	Healthy lifestyle knowledge
<p>Recognise that their behaviour can affect other people and take responsibility for this.</p> <p>Recognise that people's bodies and feelings can be hurt.</p> <p>Recognise what is fair and unfair, kind and unkind, right and wrong.</p> <p>Follow directions in group settings, following rules, taking turns.</p> <p>Accept feedback from the teacher.</p> <p>Use equipment and space appropriately.</p> <p>Share equipment and space with others.</p> <p>Follow class protocols with minimal reminders.</p> <p>Listen to others and play cooperatively.</p> <p>Identify and respect the differences and similarities between people.</p> <p>Recognise when people are being unkind to them or others, how to respond, who to tell and what to say.</p>	<p>Remember to bring their kit.</p> <p>Make appropriate equipment choices.</p> <p>Listen to others.</p> <p>Try hard.</p> <p>Follow the teacher's instructions.</p> <p>Look after and use equipment properly.</p> <p>Help a partner improve.</p>	<p>Be able to talk about the benefits of being active.</p> <p>Engage actively in PE lessons.</p> <p>Recognise that changes occur in their body when they move fast: their heart beats faster, they breathe faster and they feel slightly warmer.</p> <p>Recognise the importance of a warm-up.</p> <p>Differentiate between healthy and unhealthy foods.</p> <p>Recognise that physical activity is important for good health.</p> <p>Understand that some physical activities are challenging and difficult.</p> <p>Describe physical activities that they enjoy.</p> <p>Describe the enjoyment of playing with friends.</p> <p>Describe positive feelings that result from participating in physical activities.</p> <p>Recognise that working hard to achieve something can make them feel happy.</p> <p>Describe how physical activity makes them feel good.</p>

## Milestone 2: Personal and social, leadership and healthy lifestyle knowledge (in all disciplines)

### Milestone 2

Personal and social knowledge	Leadership knowledge	Healthy lifestyle knowledge
<p>Recognise and respond appropriately to a wide range of feelings in others.</p> <p>Encourage teammates when they are not successful or make a wrong decision.</p> <p>Congratulate an opponent on a good shot.</p> <p>Follow the etiquette of games, e.g. be quiet when another is taking a shot in golf.</p> <p>Make decisions on the order of play.</p> <p>Work cooperatively with a team.</p> <p>Work competitively against an opponent.</p> <p>Demonstrate cooperation and empathy while solving conflicts without teacher intervention.</p> <p>Demonstrate good sportsmanship.</p> <p>Listen respectfully to feedback from peers.</p> <p>Listen and respond respectfully to a wide range of people: peers, teachers and coaches.</p> <p>Feel confident to tell others their ideas and raise their own concerns.</p> <p>Recognise and care about other people's feelings and try to take into account the views of others.</p>	<p>Plan and deliver a warm-up.</p> <p>Give clear instructions.</p> <p>Make sure the area is safe.</p> <p>Explain rules.</p> <p>Keep score.</p> <p>Time games.</p> <p>Include everyone.</p> <p>Encourage others to join in.</p> <p>Contribute to team talks about strategies and tactics.</p> <p>Set up equipment.</p> <p>Give feedback to others on what they did well and how to improve.</p>	<p>Keep a diary of participation in physical activities outside PE lessons, e.g. before and after school, at home, at the park, with friends, with family.</p> <p>Describe how being physically active contributes to a healthy body.</p> <p>Engage actively in PE lessons without teacher prompting.</p> <p>Recognise the importance of a warm-up and cool-down.</p> <p>Recognise that different types of fitness are needed for different physical activities.</p> <p>Identify foods that are appropriate to eat before and after physical activity.</p> <p>Compare physical activities that bring confidence and challenge.</p> <p>Discuss the challenges involved in learning a new physical activity.</p> <p>Describe the positive social interactions that come from working with others during physical activity.</p> <p>Describe how demanding physical activity has an impact on the body, both physically and mentally.</p> <p>Recognise the importance of correct nutrition to replace the energy lost during physical activity.</p> <p>Recognise how identifying strengths while playing a game, and being proud of achievements, makes you feel good.</p>

### Milestone 3: Personal and social, leadership and healthy lifestyle knowledge (in all disciplines)

Milestone 3

Personal and social knowledge	Leadership knowledge	Healthy lifestyle knowledge
<p>Praise the performance of others, whether better or worse than their own.</p> <p>Work with others regardless of their ability.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Give constructive feedback to peers respectfully.</p> <p>Act responsibly and fairly during the game.</p> <p>Sort out disputes and conflict through negotiation and appropriate compromise independently of the teacher.</p> <p>Respect and, if necessary, constructively challenge the points of view of others.</p> <p>Follow the rules of the game independently of the teacher.</p> <p>Win and lose with dignity.</p> <p>Follow safety considerations in activities.</p> <p>Recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour.</p>	<p>Plan and deliver a session or a tournament.</p> <p>Make posters to advertise activities.</p> <p>Adapt activities to suit everyone.</p> <p>Check activities are safe.</p> <p>Make sure rules are followed.</p> <p>Make consistent and fair judgements.</p> <p>Make sure everyone is involved and having fun.</p> <p>Find out which new activities others might like to try and research them.</p> <p>Make sure everyone plays fairly.</p> <p>Accept officials' decisions.</p> <p>Resolve conflicts, listening carefully to all opinions.</p> <p>Be punctual.</p> <p>Ensure appropriate equipment is available and easily accessible.</p> <p>Act as a coach to support others, identifying strengths and areas to work on.</p>	<p>Analyse opportunities for participating in physical activity outside physical education lessons.</p> <p>Participate in self-selected physical activity outside of physical education lessons.</p> <p>Make choices about the amount and type of physical activity undertaken.</p> <p>Make choices about diet in relation to physical activity levels.</p> <p>Understand the importance of positive self-talk.</p> <p>Follow the Chief Medical Officer's guidelines for the amount of physical activity (at least 60 minutes per day).</p> <p>Engage actively in all PE lessons, including those that may not be their particular preference.</p> <p>Identify the need for a warm-up and cool-down and that the format of this may change depending on the activity.</p> <p>Identify individual areas of fitness to improve and devise a fitness plan.</p> <p>Discuss the importance of hydration and the best choices depending on the physical activities chosen.</p>