

Reception learning intent	Year 1 Learning Intent	Year 2 Learning Intent
Acquiring and developing skills	Acquiring and developing skills	Acquiring and developing skills
Games: Roll a ball with consistency Take part in simple outdoor games	Games: Drop and catch a ball with consistency Take part in simple team games through multi skills	Games: Can bounce a ball on the spot with control
Athletics: Take part in energetic running and jumping activities	Athletics: Take part in running, jumping and target throwing activities through multi skills	Athletics: show control in running, jumping and target throwing activities through multi skills Orienteering: develop problem solving skills in the outdoors
Gym: Begin to develop core strength , stability, balance, spatial awareness, coordination and agility including climbing	Gym: know a variety of basic shapes, jumps and balances.	Gym: know a basic log and egg roll, rock in tuck and begin to hold a front and back support
Dance: Dance, hop and skip energetically	Dance: can copy, explore and perform basic teacher led actions	Dance: Can show a variety of speed, direction and level of movements Can respond imaginatively to a stimulus or idea.
Selecting and applying skills, tactics and compositional ideas	Selecting and applying skills, tactics and compositional ideas	Selecting and applying skills, tactics and compositional ideas
Games : Take turns to roll, kick or throw a ball with a partner	Games : play a roll-receive rallying game in pairs.	Games : play a throw-catch rallying game Make a game using small equipment which follows a simple rule
Gym: Demonstrate strength, balance and coordination	Gym: Perform given actions in a given order with appropriate actions. Eg. a routine with a roll, then a jump then a balance.	Gym: create and perform a short sequence linking basic actions with a clear beginning, middle and end.
Dance: move in time with the music when performing songs, rhymes, poems and stories with others	Dance: choose and link basic actions appropriately	Dance: choose and link dance actions to create an expressive phrase which shows some sensitivity to the accompaniment
Evaluating and improving performance	Evaluating and improving performance	Evaluating and improving performance
Express ideas about feelings about their experiences	Can watch, describe and discuss their peers' work	Can discuss different levels of performance using simple subject specific vocabulary
Knowledge and understanding of fitness, health and wellbeing	Knowledge and understanding of fitness, health and wellbeing	Knowledge and understanding of fitness, health and wellbeing
Ready themselves for PE with some support (clothing, footwear, hair and water bottle as needed). Safely carry out teacher led warm up. Negotiate space and obstacles safely with consideration for themselves and others. Know that physical activity is fun	Ready themselves for PE independently in reasonable time (clothing, footwear, hair and water bottle as needed). Safely carry out teacher led warm up. Aware of body changes during exercise. Aware of the need for safe practice. Fit for Life-Aware that 'exercising' (running about and playing games) is fun.	Understand why they wear sports clothing and footwear for PE. Understand the need for a warm up and cool down. Can understand and describe in simple terms what is happening to the body Can demonstrate safe practice within the PE environment. Fit for Life-Understand that 'exercise' (running about and playing games) is fun and good for your body.

Year 3 Learning Intent	Year 4 Intent
Acquiring and developing skills	Acquiring and developing skills
Games: can travel while bouncing a large ball showing control. Can use a bat or hockey stick to dribble a small ball	Games: can dribble effectively with and without equipment in and out of obstacle courses
Athletics: show control in running, jumping and target throwing activities through multi skills	Athletics: perform a long run, short sprint, standing long jump and throw a large ball overhead for distance Outdoor and Adventurous: develop problem solving skills in the outdoors Swimming: Perform safe self-rescue in different water based situations. Swim 25 m unaided
Gym: can use the apparatus frame with imagination and confidence Be able to skip using an individual or long rope	Gym: perform a variety of bridging , sliding and jumping skills using apparatus Perform a range of rolls including a forward roll
Dance: improvises freely , individually and with a partner can translate ideas from a stimulus into movement	Dance: respond imaginatively to a variety of stimuli demonstrating a wide range of actions and different dynamics with precision, control and fluency.
Selecting and applying skills, tactics and compositional ideas	Selecting and applying skills, tactics and compositional ideas
Games : Take part in a ball game with given simple rules In pairs make up a simple ball game with clear rules	Games : effectively play a small sided competitive team and net games
Gym: plan and perform a sequence showing contrasts in shapes, levels and direction with attempts at extension and precision	Gym: develop longer and more varied movement sequences demonstrating good presentation and extension including in the transitions
Dance: Apply basic compositional ideas to create dance phrases with a partner and in a small group	Dance: compare, develop and adopt movement motifs to create longer dances
Evaluating and improving performance	Evaluating and improving performance
Can reflect on their own performance and that of others and make simple suggestions to improve them	Begin to describe how to modify and improve performance. Refine own performance in response to comments of others and self analysis
Knowledge and understanding of fitness, health and wellbeing	Knowledge and understanding of fitness, health and wellbeing
Dress appropriately for different aspects of PE. Suggest some warm up ideas. Recognise changes in body temperature, heart rate and breathing and understand how this is linked to exercise. Can work in a responsible and safe manner. Fit for Life - Recognise that exercise is good for your body and makes you feel good (mental health).	Demonstrate activities for specific aspects of warm up – stretching and mobility, raising heart rate. Describe the effects of exercise on the body showing an understanding of respiration, fatigue and recovery Fit for Life - Recognise that exercise is good for our mental and physical health and should be part of our everyday lives beyond our PE lessons (both in and out of school - PE, clubs, sports, family, playtimes, evenings, weekends)

Year 5 Intent	Year 6 Intent
Acquiring and developing skills	Acquiring and developing skills
Games: can dribble different balls confidently with and without equipment showing changes of speed and direction.	Games: can dribble past an active opponent and pass with confidence
Athletics: perform a variety of activities relating to athletics events - a variety of running tasks, different types of jumps, different ways of throwing heavy, flat and long equipment. Begin to understand pace and stamina	Athletics: Perform specific but modified athletics events in running, jumping and throwing including sprints, standing and running jumps, wall jumps for height, shot put type throw, discus type throw and foam javelin throw. Begin to understand tactics during a race
Gym: Perform a range of rolls, jumps and balances with a variety of entry and exits, including taking weight on hands with increasing control	Gym: perform assisted jumps and leaps with a partner and perform a squat on vault with confidence
Dance: can perform and create movement motifs in a variety of dance styles with accuracy and consistency	Dance: perform with a growing sense of style , showing more complex movement patterns and awareness of rhythm and mood
Selecting and applying skills, tactics and compositional ideas	Selecting and applying skills, tactics and compositional ideas
Games : play recognised version of a team or net game showing tactical awareness and knowledge of rules and scoring	Games : Show appropriate positional play to further team success, adjusting actions to attack, defend or score points or goals
Gym: plan and perform with extension, control and precision a movement sequence showing variation in shape, level and direction	Gym: create a movement sequence with a range of gymnastics shapes and actions. Perform this with precision, extension and fluency
Dance: select and use a wider range of compositional skills to demonstrate their dance ideas including awareness of audience	Dance: demonstrate a growing sensitivity to accompaniment and adapt known dance styles and material to create own dances.
Evaluating and improving performance	Evaluating and improving performance
Analyse the selected skills and suggest ways to improve the quality of performance.	Analyse their own and others work and use this to improve quality of their performance. Identify strengths and weaknesses and use this to improve the quality of their skills
Knowledge and understanding of fitness, health and wellbeing	Knowledge and understanding of fitness, health and wellbeing
Can devise an appropriate warm up specific to their activity. Demonstrate safe handling of equipment, practise safety of self and others Fit for Life - Know there is a wide variety of ways to include fitness, health and well being in our everyday lives both in and out of school and understand how these will benefit our mental and physical health.	Plan a relevant warm up and cool down programme and create exercises for specific muscle groups. Fit for Life - Understand how choices of fitness will change as they move into High School and begin to plan to include fitness, health and well being activities in their everyday lives now and looking forwards into teenage years.