



	Subject: Physical Education (PE)  Years: 1-6								
YEAR GROUP	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6		
Fundamental Skills		To be familiar with how exercise can affect our bodies and mind/feelings.	To be aware of the importance of exercise and its effect on their bodies and minds/feelings.						
	To progress towards a more fluent style of moving.	To be more aware of key placements of their body parts and where their focus should be during key movement activities.	To know key placement of their body parts and where their focus should be during key movement activities.						
Games skills including Invasion Games/	To know what rules are and begin to follow them		To be familiar with the rules of simple games.				To know how to play a range of games once skills are developed e.g. rules, spacing, team sizes.		
Net and Wall/Striking and Fielding			<ul> <li>To participate in team games, developing simple tactics for attacking and defending.</li> </ul>		To begin to understand tactics and how to use them in games.	To be familiar with the use of spacing/ positioning and tactics and use them in games.	To know what tactics are and how to develop them.		





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		<ul> <li>To develop an understanding of 'attacking' and 'defending' in games.</li> <li>To begin to develop teamwork and competitive play.</li> <li>To be familiar with simple small sided games.</li> </ul>	To know how to approach 'attacking' and 'defending' in games and what these concepts mean and the impact on team work and competitive play.	To develop skills to play a variety of games.	To play small sided games, developing their attacking and defending principles.		To play competitive games and apply basic principles suitable for attacking and defending.
				To be familiar with some of the equipment used in invasion games/net and wall/striking and fielding.		To develop the use of the various equipment used invasion games/net and wall/striking and fielding.	
Dance	To know that the beat is what we keep in time to.		To know how to 'find the beat' in music.	To begin to develop movement and actions in time to the music.			<ul> <li>To know basic dance movements from a range of styles/era and cultures.</li> <li>To perform dances using a range of movement patterns and styles.</li> <li>To be able to link dance actions into a performance.</li> </ul>
		To be familiar with a variety of movements	To perform dances and movements	to be familiar with some simple dance moves	To begin to perform simple dances using	To perform and repeat simple movements	





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	To respond     verbally to     different     movements.	To be able to comment upon responses to movement including giving emotional responses and positive feedback.		different movements.  To begin to link dance actions into a sequence.	To perform dances     that begin to     evoke different     emotions.	To perform dances that evoke different emotions in the audience.
Gymnastics		To be familiar with a variety of balances/ movements.  To perform simple movements and develop balance, agility, control and coordination.	To be familiar with a variety of gymnastics actions.  To understand control and balance.	To practise and repeat gymnastic actions.  To begin to link two or more movements to make a simple sequence.	To practise and repeat gymnastic actions.  To use more actions to make a sequence.	To know a variety of gymnastics actions/motifs.  To develop flexibility, strength, technique, control and balance.  To know how to combine these movements into a more complex sequence.

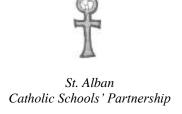




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Athletics		<ul> <li>To master basic movements including running, jumping, throwing and catching.</li> </ul>			<ul> <li>To know there are a variety of running/jumping and throwing activities that require different skills/approaches/equipment.</li> </ul>
Outdoor Adventurous Activity			To know how to follow instructions/directions. To know how to work as a team to solve problems		<ul> <li>To know how to follow instructions/directions ·         To know how to work as a team.</li> <li>To take part in outdoor and adventurous activity challenges both individually and within a team.</li> </ul>
Swimming				To know how to use front crawl, back stroke and breast stroke including movement of body parts and breathing control.  To know simple water safety rules and how to respond if they or someone else is in danger in water.  To swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively.	





		•	To enter, exit and	
			move around a pool	
			safely. ·	
		•	To perform safe	
			self-rescue in	
			different water-	
			based situations.	