

		Nursery - Development Matters - DM	Reception – Early Learning Goals - ELG
PE		<p>The following DM objectives are linked to all of the PE skills areas:</p> <p><b>Playing and Exploring</b>            Realise that their actions have an effect on the world, so they want to keep repeating them.            Make independent choices.            Respond to new experiences that you bring to their attention.            Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.            Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.            Keep on trying when things are difficult.</p> <p><b>Creating and thinking critically</b>            Review their progress as they try to achieve a goal. Check how well they are doing.</p> <p><b>Communication and Language</b>            Listen and respond to a simple instruction.            Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.            Understand how to listen carefully and why listening is important.</p>	<p>The following ELGs are linked to all of the PE skills areas:</p> <p><b>ELG - C &amp; L - Speaking</b>            Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;            Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;            Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher</p> <p><b>ELG - PSED - Self Regulation</b>            Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG - Physical Development - Gross Motor Skills</b>            Negotiate space and obstacles safely, with consideration for themselves and others;            Demonstrate strength, balance and coordination when playing;            Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>PSED - Managing Self</b>            Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p>

Learn new vocabulary.

### **PSED**

Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.

Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.

Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.

Show resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and wellbeing

### **Physical Development**

Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music.

Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.

Enjoy starting to kick, throw and catch balls.

Build independently with a range of appropriate resources.

Begin to walk independently - choosing appropriate props to support at first.

Walk, run, jump and climb - and start to use the stairs independently.

Spin, roll and independently use ropes and swings (for example, tyre swings).

Sit on a push-along wheeled toy, use a scooter or ride a tricycle.

Explain the reasons for rules, know right from wrong and try to behave accordingly;

### **PSED - Building Relationships**

Work and play cooperatively and take turns with others;

### **Expressive Arts and Design - Being imaginative and expressive**

Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.

Start taking part in some group activities which they make up for themselves, or in teams.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing  
Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Combine different movements with ease and fluency  
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

**Understanding the World**

Repeat actions that have an effect.

Explore and talk about different forces they can feel.

**Expressive Arts and Design**

Show attention to sounds and music.

Respond emotionally and physically to music when it changes.

Move and dance to music.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Explore and engage in music making and dance, performing solo or in groups.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PE	Dance	Explore travelling actions	Remember, repeat and link actions	Work in unisons with a partner	Create movements in response to an idea	Create a dance in random structure and perform the actions showing quality and control	Order phrases using random structure
		Use counts of 8 to move in time with music	Explore shape and simple movement patterns	Create actions in response to a stimulus	Use direction to change set material		Can copy and repeat a set dance phrase showing control in movements
		Practice, remember and repeat actions	Can use counts of 8 to keep in time with the music	Understand the use of canon	Remember and perform longer choreography	Change the dynamics of an action	Work collaboratively to explore and develop dance ideas
		Respond imaginatively to stimulus	Copy and create different pathways	Understand how dynamics affect the actions performed	Understand the impact of dynamics on an action and use them when creating a phrase	Provide and use feedback to improve on performances	Perform with confidence using exaggerated movements
		Use expression to show feeling	Use clear pathways	Select and use movements to represent an idea	Use canon to represent an idea	Use formations Show an understanding of shadowing and mirroring	Use changes in level and speed when choreographing
		Move confidently and safely around others	Begin to use interesting shapes and levels	Remember and repeat actions	Use gesture in performance	Create group poses	Use a prop as dance stimulus
		Perform dance using simple movements pattern	Use facial expressions to show a character	Use contrasting dynamics to clearly represent different phrases		Consider movements that flow smoothly in their choreography Use varying levels	Use canon and unison to improve the impact of a dance
		Show changes in shape and travel	Demonstrates use of individual balances	Adapt movements to include a partner and small group		Use unison and canon when creating and linking poses	Combine movement ideas to convey a mood and theme
	Start to use different speeds and directions			Work with a partner, keeping in time with each other and the music	Explore, improvise and combine movement ideas fluently and efficiently		
	Begin to mirror a partner and move in unison						

Skills		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PE	Invasion Games	Developing dribbling and passing to a teammate with feet	Demonstrate ability to dribble and pass to teammate using feet	Throw and catch with control when under limited pressure to keep possession and score goals.	Change pace, length and direction to outwit their opponent.	Use a small range of sending, receiving and travelling techniques in games, with varied control.	Perform skills with greater speed, fluency and accuracy in invasion, striking and net games.
		Develop dribbling with hands (basketball)	Show control while dribbling with hands	Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding and net games	Choose and use a range of ball skills with a good degree of accuracy.	Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control.	Understand, choose and apply a range of tactics and strategies for defence and attack.
		Developing throwing to a teammate	Can throw to a teammate	Can move into a space and show awareness of defenders	Use a variety of techniques and tactics to attack, keep possession and score.	Know and apply the basic strategic and tactical principles of a various games and adapt them to different situations.	Know the importance and types of fitness and how playing games contributes to a healthy lifestyle.
		Move into a space and show awareness of defenders	Uses dodging skills to lose a defender	Use simple rules fairly and extend them to devise their own games.	Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.	Understand why exercise is good for their fitness, health and wellbeing	Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.
		Develop dodging and use it to lose a defender	Sticks with a player when defending	Identify that playing extended games improves their stamina	Understand how strength, stamina and speed can be improved by playing games	With help, devise warm up and cool down activities and justify their choices.	Devise warm up and cool down activities and justify their choices.
		Stay with a player when defending	Perform basic techniques of catching and throwing to a good level of consistency when moving and standing still.	Recognise good performances in themselves and others and use what they have learned to improve their own work.	Identify good performances and suggest ideas for practices that will improve their play.	Organise and referee a small tournament	
		Develop taking a ball towards a goal	Perform basic skills of rolling, striking and kicking with control.	Know and describe the effects of different exercise activities on the body and how to improve stamina.			
		Use basic underarm, rolling and hitting skills accurately.	Use a variety of simple tactics in a small sided game. Show an awareness of opponents and teammates during games.	Understand the importance of warming up			
		Track, intercept, stop and catch balls and small equipment consistently.	Describe the differences in the way their body works and feels when playing different games.				
		Describe some basic rules, simple tactics and the way to score.	Begin to watch others and focus on specific actions to improve your own skills.				
Compete in small sided games.							

Domain	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PE Striking and Fielding	<p>Begin to roll a ball towards a target</p> <p>To learn skills for playing striking and fielding games</p> <p>Begin to develop accuracy in underarm throwing and consistency in catching</p> <p>Develop overarm throw and begin to throw a ball for distance</p> <p>Can position the body to strike a ball</p> <p>Can retrieve a ball</p> <p>Begin to understand the roles of batter, bowler and fielder</p> <p>Understands how to run around bases to score points</p> <p>To practise throwing skills in a circuit.</p> <p>To play a game fairly and in a sporting manner.</p> <p>To use fielding skills to play a game</p>	<p>To learn skills for playing striking and fielding games.</p> <p>Can position the body to strike a ball.</p> <p>Continue to develop catching skills.</p> <p>Throw a ball for distance with accuracy.</p> <p>To Practise throwing skills in a circuit.</p> <p>To play a game fairly and in a sporting manner</p> <p>To use fielding skills to play a game</p>	<p>Consolidate and develop a range of skills in striking and fielding.</p> <p>Develop and investigate different ways of throwing and to know when it is appropriate to use them.</p> <p>To practise the correct technique for catching a ball and use it in a game.</p> <p>To practise the correct technique for fielding and use it in a game situation.</p> <p>To strike the ball for distance</p> <p>To build on throwing, catching and batting skills already learned.</p> <p>To know how to play a striking and fielding game competitively and fairly</p>	<p>Develop and investigate different ways of throwing, and to know when each is appropriate.</p> <p>Use ABC(agility, balance, coordination) to field a ball well.</p> <p>To use ABC(agility, balance, coordination) to move into good positions for catching and apply it in a game situation.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p> <p>To develop fielding skills and understand their importance when playing a game.</p> <p>To play in a competitive situation, and to demonstrate sporting behaviour.</p>	<p>To build on prior learning of skills in batting and fielding.</p> <p>To choose fielding techniques.</p> <p>Knows when to run between the wickets.</p> <p>Can run, throw and catch.</p> <p>Know when and how to use a safe and effective overarm throw.</p> <p>Uses a safe and effective overarm throw.</p> <p>To use all the skills learned by playing in a mini tournament</p>	<p>Can throw and catch under pressure.</p> <p>Can use fielding skills to stop the ball effectively.</p> <p>Has learnt batting control.</p> <p>Understands the role and importance of the backstop.</p> <p>Can play in a tournament and work as a team, using tactics in order to beat another team.</p> <p>Can lead a mini tournament</p> <p>Demonstrate ability to think and react fast</p> <p>Mastered fielding techniques.</p>

Domain		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PE	Athletics	Begin to develop coordination and technique when running	Can use coordination and technique when running	Begin to use stamina and an understanding of pacing in a long-distance event	Develop stamina and an understanding of pacing in a long-distance		
		Start to develop agility and coordination when changing direction	Can use agility and coordination when changing direction	Start to explore power and speed in the sprinting technique	Attempts to use power and speed in the sprinting technique	Begin to pace yourself and take part in a long-distance event	Can pace and take part in a long-distance event
		Develop technique when jumping for distance	Expand technique when jumping for distance	Start to use communication skills and technique when taking part in a relay race	Can use communication skills and technique when taking part in a relay race	Able to demonstrate sprinting technique	Can use sprinting technique successfully
		Develop technique when jumping for height	Expand technique when jumping for height	Can use technique when jumping for distance	Can maintain technique when jumping for distance	Continue to develop change over in a relay race	Can use a successful change over in a relay race
		Begin to use balance and rhythm when travelling over obstacles	Can use balance and rhythm when travelling over obstacles	Can use technique when jumping for height	Can maintain technique when jumping for height	Can use prior techniques to perform the standing long jump	Demonstrates good technique in performing the standing long jump
		Use coordination and technique when throwing and pushing objects	Use coordination and technique when throwing and pushing objects	Begin to use power and technique when performing a push throw for distance	Can use power and technique when performing a push throw for distance	Expand technique for distance jumping on a standing triple jump	Perform a standing triple jump
		Start to learn techniques to throw accurately	Can develop techniques to throw accurately	Begin to learn the technique and power needed for a pull throw	Can use the correct technique and power for a pull throw	Can complete vertical jump	Develop the javelin throw
		Develop balance, coordination and technique when competing in athletics events	Demonstrate balance, coordination and technique when competing in athletics events	Can compete in athletics events	Can compete in athletics events	Begin to use the javelin throw	
		Begin to measure and record scores	Can measure and record scores accurately				

Domain		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PE	Ball Skills	Explore different ball skills	Can roll a ball and hit a target	To be aware of others when playing games.	Can use different types of passing the ball with control	Use different ball passing skills in the context of a game	Confidently use a range of passes during games which are appropriate
		Roll a ball to hit a target	Perform basic techniques of catching and throwing to a good level of consistency when moving and standing still	To choose the correct skills to meet a challenge.	Strike a ball with intent and throw it more accurately when bowling and/or fielding	Can travel with a ball showing changes of speed and directions using either foot or hand	Can dribble effectively around obstacles and opponents
		Use basic underarm, rolling and hitting skills accurately.	Can use coordination and is able to stop a rolling ball	To perform a range of actions, maintaining control of the ball.	Can travel whilst bouncing a ball as well as exhibiting evasion techniques	Can use a range of techniques when passing, e.g. high, low, bounced, fast, slow	Can show precision and accuracy when sending and receiving over short and long distances, using a variety of catching/receiving techniques
		Develop coordination and be able to stop a rolling ball	Improve technique and control when dribbling a ball with feet	To perform a range of catching and gathering skills with control.	Attempts to obtain possession of ball by starting to understand defensive techniques	Can work alone or with team mates in order to gain possession by competently marking opponent	Perform skills with accuracy, confidence and control
		Develop technique and control when dribbling a ball with feet	Perform basic skills of rolling, throwing and catching	To master the basic catching technique.	Can keep and use rules they are given	Can strike a ball with accuracy in a range of different games (e.g. hockey)	Can combine and perform skills with control, adapting them to meet the needs of the situation
		Develop control and technique when kicking a ball	Use a variety of simple tactics in a small sided game.	To catch with increasing control and accuracy.	Can try to make things difficult for their opponent by directing the ball into a space, at different speeds and height	Can hit the ball from both sides of the body	Play shots on both sides of the body including hitting a ball with forehand and backhand
		Develop coordination and technique when throwing and catching	Show an awareness of opponents and team mates during games.	To master the basic throwing technique.	Can throw and hit a ball in different ways (e.g.high,low,fast or slow).	Can judge how far they can run to score points	Explore and develop different ways of bowling
		Show good awareness of space and the actions of others.	Show the differences in the way their body works and feels when playing different games.	To apply skills and tactics in small-sided games.	To choose and use simple tactics to suit different situations.		Can play games showing tactical awareness and knowledge of rules and scoring
		Describe some basic rules, simple tactics and the way to score.	Begin to watch others and focus on specific actions to improve own skills	To react to situations in ways that make it difficult for opponents to win			
		Compete in small sided games					
Describe some basic rules, simple tactics and the way to score.							

PE	Ball Skills - Continued						
							<p>Can respond consistently in the games they play, choosing and using skills which meet the needs of the situation</p> <p>Can choose when to pass or dribble, so that they keep possession and make progress towards the goal</p> <p>Field, defend and attack tactically by anticipating the direction of play</p>

Domain		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PE	Fitness	Can develop stamina and the ability to run for longer periods	Can develop stamina and the ability to run for longer periods of time	Demonstrates and develops an awareness of what their body is capable of	Have improved awareness of what the body is capable of	<u>Shows an improved awareness of what the body is capable of</u>	Has developed a greater depth awareness of what the body is capable of
		Can develop coordination through hula hoop skills	Can develop more co-ordination through hula hoop skills	Can test and record baseline fitness scores	Can test and record baseline fitness scores accurately	<u>Can test and record baseline fitness scores for others &amp; themselves</u>	Can test and record accurate baseline fitness scores for others and themselves
		Can develop long rope skipping skills	Can develop long rope skipping skills	Develop sprinting technique	Can develop an improved sprinting technique	<u>Develop an improved sprinting technique and speed</u>	Can demonstrate sprinting technique and speed
		Can develop individual skipping	Can develop and increase individual skipping skill	Develop speed	Can develop greater speed	<u>Develop strength using own body weight</u>	Can demonstrate sprinting technique and speed
		Can take part in a circuit to develop stamina and co-ordination	Can take part in a circuit to develop stamina and coordination	Develop strength using own body weight	Can develop strength using own body weight	<u>Develop coordination through skipping</u>	Develop continued strength using own body weight
		Can complete exercises using own body weight	Can complete exercises using own body weight	Develop coordination	Develop controlled coordination agility stamina	<u>Demonstrates improved agility and stamina</u>	Develop coordination through increased skipping
		Is able to develop 'ABC' agility, balance and co-ordination	Can develop 'ABC' agility, balance and coordination	Develop increased agility balance stamina	Can Retest fitness and collect personal fitness scores accurately	<u>Develop control when balancing</u>	Demonstrates improved agility and stamina
				<u>Can retest fitness and collect personal &amp; others fitness scores</u>	Demonstrates improved agility and stamina	Develop greater control when balancing	
						Can retest fitness and collect personal & others fitness scores	

Skills		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PE	Gymnastics	Can explore travelling movements using the space around them	Can perform gymnastics shapes with control and link them together	Can create interesting point and patch balances	Can perform individual and partner balances	Can perform symmetrical and asymmetrical balances	Can develop the straddle, forward and backward roll
		Can learn and perform gymnastic shapes	Can use shapes to create balances	Can match a partner in sequence	Can control and land rotation jumps	Can develop the straight, forward, straddle and backward roll	Can perform the counterbalance and counter tension
		Can develop balance and control when performing balances	Can explore travelling actions, directions and levels	Can step into shape jumps with control	Can develop the straight, barrel, forward and straddle roll	Can explore different methods on travelling, linking actions in both canon and synchronisation	Can link partner balances into a sequence
		Can develop technique and control when performing shape jumps	Can link travelling actions and balances using apparatus	Can develop the straight, barrel and forward roll	Can perform inverted movements	Can perform progressions of inverted movements	Can perform inverted movements with control
		Can develop technique and control in the barrel, straight and forward roll	Can demonstrate different take off and landings when performing jumps	Can smoothly move into and out of balances	Can explore pathways and travelling movements	Can perform progressions of a handstand	Can perform the progressions of a cartwheel and a headstand
		Can build strength and begin to take body weight on hands	Can use shape jumps in a simple sequence	Can create a sequence with matching and contrasting actions and shapes	Can create a sequence to include apparatus and inverted movements	Can explore matching and mirroring using actions both on the floor and on apparatus	Can use flight from hands to travel over apparatus
		Can explore key skills on apparatus showing quality, control and balance	Can perform different rolls and link them to make a sequence	Can explore gymnastics skills using hoops	Can create a partner sequence to include apparatus	Can explore matching and mirroring using actions both on the floor and on apparatus	Can create group balances
		Can link gymnastic actions to create a sequence	Can develop strength and take body weight on hands			Can create a partner sequence using apparatus	Can create a group sequence using formations and apparatus
			Can link gymnastic actions to create a short sequence to include apparatus				

Skills		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PE	Net and Wall games		Improved defending of space by using the ready position	Use the ready position automatically	Develop underarm feeding	Hit the ball with a forehand groundstroke	Confident in hitting the ball with a forehand groundstroke
		Begin to defend space by using the ready position	Can defend space on court by using the ready position	Develop ball control and movement skills	Control a ball with a tennis racket	Return the ball using a forehand groundstroke	Can return the ball using a forehand groundstroke with accuracy
		Start to throw with accuracy at a target	Has improved throw of accuracy at a target	Develop racket and ball control	Hit the ball using a forehand	Return the ball using a backhand groundstroke	Can return the ball using a backhand groundstroke
		Learn to control handling a racket	Develop control when handling a racket	Return the ball using a forehand groundstroke	Return the ball using a forehand	Keep a continuous rally going	Is able to maintain and keep a continuous rally going
		Develop racket and ball skills	Develop greater racket and ball skills	Rally using a forehand	Develop the backhand	Underarm serve	Mastered the underarm serve
		Send a ball using a racket	Greater developed racket and ball skills	Develop the two-handed backhand	Keep a continuous rally going	Use a volley	Can use a volley
		Begin play against an opponent	Play against an opponent with more ease	Learn how to score	Use simple tactics in a game to beat an opponent	Use a variety of strokes to beat an opponent	Can choose a variety of strokes to beat an opponent
			Play against an opponent with more ease	Play against an opponent	Compete in a tennis competition	Compete in a tennis competition	Umpire a tennis match
	Begin play over a net	Compete in a small tennis game					

Skills		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PE	Sending and Receiving	Begin to roll a ball towards a target	Can stop, send and receive a ball with feet	Consolidate and develop a range of skills in striking and fielding.	To develop and investigate different ways of throwing, and to know when each is appropriate.	To demonstrate an understanding of passing and receiving skills	Can throw and catch under pressure.
		Begin to receive a rolling ball	Can send and receiving a ball with feet	To develop and investigate different ways of throwing and to know when it is appropriate to use them.	To use ABC (agility, balance, coordination) to field a ball well.	Understand which pass to use depending on the distance the ball needs to travel	Is able to estimate distances with good timing
		Start to stop, send and receive a ball with feet	Develop improved catching skills	To practise the correct technique for catching a ball and use it in a game.	To use ABC (agility ,balance, coordination) to move into good positions for catching and apply it in a game situation.	Begin to throw and catch under pressure.	Master different ways of throwing and use effectively in game play
		Develop sending and receiving a ball with feet	Can throw and catch	To practise the correct batting technique and use it in a game situation.	To use hand-eye coordination to strike a moving and a stationary ball.	Is able to receive and maintain control of ball	Can travel with and control a ball
		Develop catching skills	Can send and receive a ball with a hockey stick	To practise the correct technique for fielding and use it in a game situation.	To use fielding skills to stop the ball effectively.	Beginning to use different ways of throwing effectively in game play	Can change direction and speed while passing, receiving,
		Begin to throw and catch	Can send a receive a ball with a tennis racket	To consolidate the throwing, catching and batting skills already learned.	To develop fielding skills and understand their importance when playing a game.	To use fielding skills to stop the ball effectively.	To use fielding skills to stop the ball effectively.
		Send and receive a ball with a hockey stick		To strike the ball for distance.			

Skills		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PE	Team Building and OAA	Begin to listen to and follow instructions	Can listen to and follow instructions	Develops greater co-ordination and teamwork skills	Can successfully use coordination and teamwork skills	Can work effectively with a partner and small group	Can work effectively with a partner and small group
		Begin to co-operate and communicate with a partner to solve challenges	Can co-operate and communicate with a partner to solve challenges	Begin to communicate in a group and listen to others' ideas	Can communicate in a group and listen to others' ideas	Build communication and trust showing an awareness of safety	Build communication and trust showing an awareness of safety
		Start to take turns when working in a small group	Can take turns when working in a small group	Work effectively with a partner	Can work effectively with a partner	Can work as a team to solve problems	Can work as a team to solve problems
		Start to explore and develop teamwork skills as a group	Explore and develop more teamwork skills as a group	Develop trust and teamwork	Develop and establish trust and teamwork	Can suggest ideas and listen to others	Can suggest ideas, listen to others and follow solutions
		Develop communication skills	Develop increased communication skills	Start to follow and give instructions	Can follow and give instructions	Continue to develop strategies and planning and work as a team to solve problems	Shows co-ordination and teamwork skills
		Begin to use communication skills to lead a partner	Can use communication skills to lead a partner	Use planning and problem solving skills	Can plan and use problem solving skills	Begin to develop critical thinking	Can create ideas and solve problems
		Begin to plan with a partner and small group to solve problems	Can plan with a partner and small group to solve problems	Work positively towards a team goal	Can follow and give instructions	Start to trust and listen to others and follow instructions	Can use strategies, planning to work as a team to solve problems
		Start to communicate with a small group to solve challenges	Can communicate with a small group to solve challenges	Develop map reading	Develop planning and problem solving skills	Develop greater navigational skills and map reading	Use critical thinking
		Can identify objects on a map	Can work positively towards a team goal		Is able to trust and listen to others and follow instructions		
		Can draw and follow a simple map	Expand map reading				
		Navigate around a grid	Is able to Identify and use objects on a map			Demonstates good navigational skills and map reading	

Can draw and follow a simple map

Can navigate around a grid with

Is able to draw a route using directions

Is familiar with a map

Can use a map to navigate around a course

Is able to use a key to identify objects and locations

Skills		Key Stage 1	Key Stage 2
PE	Yoga	Can begin to control movement and flexibility	Can control movement and flexibility
		Develop an understanding of yoga	Develop a better understanding of yoga
		Show control when copying and repeating yoga poses	Show control when copying and repeating yoga poses
		Develop strength and co-ordination in yoga poses	Develop improved strength and coordination in yoga poses
		Show control and technique in their yoga	Show control and technique in pair yoga
		Show balance, control and coordination in yoga poses	Show improved balance, control and coordination in yoga poses
		Show control in an animal flow	Show control in an animal flow
		Copy a yoga flow, changing breath to match poses	Copy a yoga flow, changing breath to match poses