



Physical Education Learning Pathways

BALL SKILLS TO NETBALL					
	EYFS	1	2	3/4	5/6
	Ball Skills: Hands 1	Ball Skills: Hands 1	Ball Skills: Hands 1	Netball	Netball
Physical	Pupils will develop their ability to push, roll and bounce a ball with control. They will learn to move the ball into spaces, avoiding defenders.	Pupils will be able to send a ball towards a target, applying the correct technique and aiming carefully. Pupils will also be able to receive and stop a ball.	Pupils will be able to pass and move with developing accuracy. They will combine these skills to score points.	Pupils will develop passing, moving and shooting in order to outwit their opponents, keep possession and score points against another team.	Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.
Social	Pupils will develop life skills such as gratitude and empathy as they encourage and support each other.	Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.	Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.	Pupils will develop life skills such as trust, respect, communication and cooperation as they collaborate with others and apply the rules of the game.	Pupils will develop communication skills as they officiate in game-based scenarios. Pupils will also start to lead their team and manage their games.
Emotional	Pupils will apply their skills with developing success as they demonstrate courage and self-belief to keep working as hard as possible.	Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance and always keep the score playing fairly.	Pupils will continue to effectively apply life skills such as self-belief and integrity as they strive to improve their own performance whilst playing fairly.	Pupils will develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.	Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.
Thinking	Pupils will develop their concentration skills by focusing on the ball as they move it. Pupils will use their imagination as they take part in game activities.	Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.	Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.	Pupils will apply an understanding of where, when and why we pass and move, in order to score points against another team. Pupils will demonstrate a growing understanding of the difference between attack and defence by making effective decisions and creating simple tactics.	Pupils will begin to understand the different positions, applying their role effectively within the game. Pupils will create, apply, evaluate and improve tactics demonstrating resourcefulness and problem-solving skills.

supporting the personal development of the whole child



Physical Education Learning Pathways

BALL SKILLS TO BASKETBALL					
	EYFS	1	2	3/4	5/6
	Ball Skills: Hands 1	Ball Skills: Hands 1	Ball Skills: Hands 1	Basketball	Basketball
Physical	Pupils will develop their ability to push, roll and bounce a ball with control. They will learn to move the ball into spaces, avoiding defenders.	Pupils will be able to send a ball towards a target, applying the correct technique and aiming carefully. Pupils will also be able to receive and stop a ball.	Pupils will be able to pass and move with developing accuracy. They will combine these skills to score points.	Pupils will develop passing, dribbling and shooting in order to outwit their opponents, keep possession and score points against another team.	Pupils will be able to pass, dribble and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.
Social	Pupils will develop life skills such as gratitude and empathy as they encourage and support each other.	Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.	Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.	Pupils will develop life skills such as trust, respect, communication and cooperation as they collaborate with others and apply the rules of the game.	Pupils will develop communication skills as they officiate in game-based scenarios. Pupils will also start to lead their team and manage their games.
Emotional	Pupils will apply their skills with developing success as they demonstrate courage and self-belief to keep working as hard as possible.	Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance and always keep the score playing fairly.	Pupils will continue to effectively apply life skills such as self-belief and integrity as they strive to improve their own performance whilst playing fairly.	Pupils will develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.	Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.
Thinking	Pupils will develop their concentration skills by focusing on the ball as they move it. Pupils will use their imagination as they take part in game activities.	Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.	Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.	Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills.	Pupils will begin to understand the different positions, applying their role effectively within the game. Pupils will create, apply, evaluate and improve tactics demonstrating resourcefulness and problem-solving skills.



Physical Education Learning Pathways

BALL SKILLS TO HANDBALL					
	EYFS	1	2	3/4	5/6
	Ball Skills: Hands 1	Ball Skills: Hands 1	Ball Skills: Hands 1	Handball	Handball
Physical	Pupils will develop their ability to push, roll and bounce a ball with control. They will learn to move the ball into spaces, avoiding defenders.	Pupils will be able to send a ball towards a target, applying the correct technique and aiming carefully. Pupils will also be able to receive and stop a ball.	Pupils will be able to pass and move with developing accuracy. They will combine these skills to score points.	Pupils will develop their passing, moving and shooting skills in order to score points against another team.	Pupils will apply a refined understanding of attacking skills to score points against another team, and defensive skills to regain possession.
Social	Pupils will develop life skills such as gratitude and empathy as they encourage and support each other.	Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.	Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.	Pupils will develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game.	Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.
Emotional	Pupils will apply their skills with developing success as they demonstrate courage and self-belief to keep working as hard as possible.	Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance and always keep the score playing fairly.	Pupils will continue to effectively apply life skills such as self-belief and integrity as they strive to improve their own performance whilst playing fairly.	Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and determination.	Pupils will constantly apply life skills such as self motivation and integrity by playing by the rules and leading others by example.
Thinking	Pupils will develop their concentration skills by focusing on the ball as they move it. Pupils will use their imagination as they take part in game activities.	Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.	Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.	Pupils will demonstrate a growing understanding of the difference between attack and defence. Pupils will know where and when to shoot and when to defend.	Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games.



Physical Education Learning Pathways

LOCOMOTION AND BALL SKILLS TO TAG RUGBY					
	EYFS	1	2	3/4	5/6
	Locomotion: Walking	Ball skills: Hands 1 Locomotion:Running1	Ball Skills: Hands 1 Locomotion:Dodging1	Tag Rugby	Tag Rugby
Physical	Pupils will develop their ability to walk and move into space, change direction and keep away from the defenders.	Pupils will be able to accurately send a ball towards a target. Pupils will be able to receive and stop a ball. Pupils will be able to run applying the correct technique to ensure maximum speed and avoid defenders.	Pupils will be able to dribble, pass and move with developing accuracy and combine these skills to score points. Pupils will be able to dodge defenders.	Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball. Pupils will explore how we tag an opponent and apply it to prevent an attacker scoring.	Pupils will be able to pass and move accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.
Social	Pupils will develop life skills such as empathy and fairness as they listen, play by the rules and encourage others.	Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.	Pupils will develop communication and empathy as they work collaboratively together. Pupils will develop gratitude and fairness as they support their team members, play by the rules and congratulate others.	Pupils will develop life skills such as trust, communication and cooperation as they collaborate with others and apply the rules of the game.	Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.
Emotional	Pupils will develop their own self belief as they move and travel with confidence.	Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance and always keep the score playing fairly.	Pupils will apply self-belief, integrity and honesty as they strive to improve their own performance whilst playing fairly and dodge effectively and keep the score in their games.	Pupils will develop life skills such as resilience and self motivation as they strive to improve their own performance and understanding.	Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.
Thinking	Pupils will develop an understanding of why we move into space as they explore moving and walking.	Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball. Pupils will demonstrate a growing understanding of where to run, why to run there and when and why running fast is important in games.	Pupils will focus on others, developing an understanding of the consequences in a game when mistakes are made. Pupils will develop a strong understanding of how, where and why to dodge & apply this understanding in game situations.	Pupils will apply an understanding of where, when and why we pass and move, in order to score a try. Pupils will understand the importance of tagging.	Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games.

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Physical Education Learning Pathways

BALL SKILLS TO FOOTBALL					
	EYFS	1	2	3/4	5/6
	Ball Skills: Feet	Ball Skills: Feet	Ball Skills: Feet	Football	Football
Physical	Pupils will develop their ability to dribble the ball keeping control. Pupils will move the ball into spaces avoiding any defenders.	Pupils will consolidate their ability to dribble the ball keeping control and moving into spaces. Pupils will develop their ability to pass the ball accurately.	Pupils will be able to apply their passing and dribbling skills in order to keep possession and score a point.	Pupils will develop passing, moving and dribbling skills in order to outwit their opponents, keep possession and score points against another team.	Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes.
Social	Pupils will develop life skills such as fairness and empathy as they encourage and support each other.	Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.	Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.	Pupils will develop life skills such as trust, respect, communication and cooperation as they collaborate with others and apply the rules of the game.	Pupils will develop communication skills as they officiate in game-based scenarios. Pupils will also start to lead their team and manage their games.
Emotional	Pupils will apply their skills with developing success as they demonstrate courage and self-belief to keep working as hard as possible.	Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance and always keep the score playing fairly	Pupils will continue to effectively apply life skills such as self-belief and integrity as they strive to improve their own performance whilst playing fairly.	Pupils will develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.	Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.
Thinking	Pupils will apply developing concentration skills as they focus on the ball and listen to all the instructions.	Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.	Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.	Pupils will apply an understanding of where, when and why we pass, move and dribble in order to score points against another team. Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills.	Pupils will demonstrate resourcefulness and problem-solving skills by creating a range of attacking and defending tactics, applying these to their games.

supporting the personal development of the whole child



Physical Education Learning Pathways

LOCOMOTION/BALL SKILLS TO DODGEBALL					
	EYFS	1	2	3/4	5/6
	Games for Understanding	Ball skills: Hands 1 Locomotion: Running 1	Games for Understanding		Dodgeball
Physical	Pupils will be able to move into spaces avoiding other pupils. Pupils will also be able to adjust their speed and change direction to avoid other pupils.	Pupils will be able to send a ball towards a target, applying the correct technique and aiming carefully. Pupils will be able to receive and stop a ball. Pupils will be able to run applying the correct technique to ensure maximum speed and avoid defenders.	Pupils will move between attack and defence as the game changes. Pupils will be able to move into space when attacking and tag the opposition when defending.	Pupils will develop their dodging, throwing, jumping and catching skills to outwit their opponents and win the game.	Pupils will consolidate their application of dodging, throwing, jumping, ducking and catching. Pupils will begin to explore blocking and apply this in games.
Social	Pupils will develop life skills such as fairness, while playing by the rules of the game and empathy when they need to encourage others.	Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.	Pupils will develop strong collaboration skills by working with their own team effectively and playing fairly against the opposition.	Pupils will develop life skills such as encouragement and cooperation as they collaborate with others and apply the rules of the game.	Pupils will refine their communication skills as they support their teammates in games and suggesting ways to improve their performances.
Emotional	Pupils will start to explore honesty, as they learn to keep the score and self belief, understanding why it is important to try our hardest.	Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance and always keep the score playing fairly.	Pupils will apply a competent understanding of honesty as they play by the rules and keep the score. Pupils will develop understanding of self-discipline.	Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and take responsibility leading others.	Pupils will consistently apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.
Thinking	Pupils will experiment moving in different ways, moving confidently and concentrating on any instructions.	Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball. Pupils will demonstrate a growing understanding of where to run, why to run there and when and why running fast is important in games.	Pupils will understand the consequences of breaking the rules and not applying tactics successfully. Pupils will understand the difference between attack and defence.	Pupils will apply an understanding of where, when and why we dodge, throw and catch, in order to beat an opponent.	Pupils will create and apply attacking and defending tactics. Pupils will understand how important effective decision making is and begin to evaluate others



Physical Education Learning Pathways

GAMES FOR UNDERSTANDING TO HOCKEY					
	EYFS	1	2	3/4	5/6
	Games for Understanding	Games for Understanding	Games for Understanding	Hockey	Hockey
Physical	Pupils will be able to move into spaces avoiding other pupils. Pupils will also be able to adjust their speed and change direction to avoid other pupils.	Pupils will be able to run and stay in a space, changing direction and speed to avoid the defenders. When defending, pupils will successfully make a tag.	Pupils will move between attack and defence as the game changes. Pupils will be able to move into space when attacking and tag the opposition when defending.	Pupils will develop their passing and moving and dribbling skills to outwit their opponents and keep possession of the ball. Pupils will develop their skills of blocking and tackling, to prevent attacks.	Pupils will be able to pass, move, dribble, shoot, tackle and block accurately and consistently, switching fluidly between attack and defence as possession changes.
Social	Pupils will develop life skills such as fairness, while playing by the rules of the game and empathy when they need to encourage others.	Pupils will develop life skills such as empathy and fairness as they collaborate with their own team and the opposing team to ensure they play the games fairly.	Pupils will develop strong collaboration skills by working with their own team effectively and playing fairly against the opposition.	Pupils will develop life skills such as respect, trust and cooperation as they collaborate with others and apply the rules of the game.	Pupils will develop communication skills as they officiate in game-based scenarios. They will also start to lead their team and manage their games.
Emotional	Pupils will start to explore honesty, as they learn to keep the score and self-belief, understanding why it is important to try our hardest.	Pupils will continue to develop and apply honesty as they play by the rules and keep the score.	Pupils will apply a competent understanding of honesty as they play by the rules and keep the score. Pupils will develop understanding of self-discipline.	Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.	Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.
Thinking	Pupils will experiment moving in different ways, moving confidently and concentrating on any instructions.	Pupils will start to create and apply simple tactics for attacking and defending. Pupils will develop an understanding of why rules are important in a game.	Pupils will understand the consequences of breaking the rules and not applying tactics successfully. Pupils will understand the difference between attack and defence.	Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills.	Pupils will create and apply tactics that they can then adapt depending on the games situation.



Physical Education Learning Pathways

BALL SKILLS TO CRICKET					
	EYFS	1	2	3/4	5/6
	Ball Skills: Hands 2	Ball Skills: Hands 2	Ball Skills: Hands 2	Cricket	Cricket
Physical	Pupils will develop their ability to throw, roll and stop a ball with control. Pupils will explore catching and will be ready to receive a ball.	Pupils will be able to send a ball towards a target, applying the correct technique. Pupils will aim carefully in order to score a point to beat an opponent.	Pupils will be able to throw accurately underarm and execute a developing understanding of overarm throwing, in order to beat an opponent.	Pupils will develop their bowling, throwing, catching, stopping, retrieving and batting skills applying increasing accuracy to outwit their opponents and win the game.	Pupils will refine their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency to outwit their opponents.
Social	Pupils will develop life skills such as fairness and empathy as they encourage and support each other.	Pupils will develop life skills such as fairness and empathy as they work well with others, playing by the rules.	Pupils will develop life skills such as communication and empathy as they listen to their partner and team members, working collaboratively together.	Pupils will develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game.	Pupils will develop life skills such as respect and cooperation as they collaborate with others including their opponents.
Emotional	Pupils will apply their skills with developing success as they demonstrate courage and self-belief to keep working as hard as possible.	Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance, always keeping the score and playing fairly.	Pupils will apply life skills such as self-belief and integrity as they strive to improve their own performance, always keeping the score and playing fairly.	Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.	By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to always try their best, even when their team is losing, developing self-motivation and determination.
Thinking	Pupils will develop life skills such as concentration by focusing on the ball and the target. Pupils will listen carefully and follow the instructions.	Pupils will develop their concentration skills as they focus on the target, their partner and the ball.	Pupils will focus on their partner and team members developing an understanding of the consequences in a game when mistakes are made.	Pupils will demonstrate a growing understanding of the difference between attack and defence (batting and fielding) Pupils will apply an understanding of where, when and why we utilise our fielding skills to stop the batters using their batting skills to outwit the fielders.	Pupils will create, apply and refine tactics for batting, bowling and fielding, reflecting on the tactics and making any necessary adaptations.



Physical Education Learning Pathways

BALL SKILLS TO ROUNDERS					
	EYFS	1	2	3/4	5/6
	Ball Skills: Hands 2	Ball Skills: Hands 2	Ball Skills: Hands 2	Rounders	Rounders
Physical	Pupils will develop their ability to throw, roll and stop a ball with control. Pupils will explore catching and will be ready to receive a ball.	Pupils will be able to send a ball towards a target, applying the correct technique. Pupils will aim carefully in order to score a point to beat an opponent.	Pupils will be able to throw accurately underarm and execute a developing understanding of overarm throwing, in order to beat an opponent.	Pupils will develop their ability to keep the batter's score as low as possible by applying accurate throwing, catching and retrieving skills. Pupils will be able to apply developing batting skills in order to score points.	Pupils will apply a refined ability to consistently execute throwing, catching, retrieving and batting skills.
Social	Pupils will develop life skills such as fairness and empathy as they encourage and support each other.	Pupils will develop life skills such as fairness and empathy as they work well with others, playing by the rules.	Pupils will develop life skills such as communication and empathy as they listen to their partner and team members, working collaboratively together.	Pupils will develop life skills such as trust, respect and cooperation as they collaborate with others and apply the rules of the game.	Pupils will work positively with their team members to find success demonstrating effective collaborative skills, leading their team.
Emotional	Pupils will apply their skills with developing success as they demonstrate courage and self-belief to keep working as hard as possible.	Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance, always keeping the score and playing fairly.	Pupils will apply life skills such as self-belief and integrity as they strive to improve their own performance, always keeping the score and playing fairly.	Pupils will apply their skills with developing confidence as they grow in their ability to show self-motivation and determination.	Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.
Thinking	Pupils will develop life skills such as concentration by focusing on the ball and the target. Pupils will listen carefully and follow the instructions.	Pupils will develop their concentration skills as they focus on the target, their partner and the ball.	Pupils will focus on their partner and team members developing an understanding of the consequences in a game when mistakes are made.	Pupils will apply an understanding of the concept of batting and fielding, utilising the correct fielding skills in order to stop the batters. Pupils will understand the difference between batting and fielding. Pupils will understand why batters need to aim at space when striking the ball.	Pupils will apply effective decision making as they unpick the different positions within the fielding team making choices as to which positions pupils play. Pupils will demonstrate resourcefulness and problem-solving skills by creating a range of tactics, applying these to their games.



Physical Education Learning Pathways

BALL SKILLS TO TENNIS					
	EYFS	1	2	3/4	5/6
	Ball Skills: Hands 2	Ball Skills: Hands 2	Ball Skills: Hands 2	Tennis	Tennis
Physical	Pupils will develop their ability to throw, roll and stop a ball with control. Pupils will explore catching and will be ready to receive a ball.	Pupils will be able to send a ball towards a target, applying the correct technique. Pupils will aim carefully in order to score a point to beat an opponent	Pupils will be able to throw accurately underarm and execute a developing understanding of overarm throwing, in order to beat an opponent.	Pupils will hit the ball into space on their opponents side of the court, creating space for the next shot that will win them the point. After playing a shot pupils will recover to a ready position, ready to return the ball.	Pupils will be able to execute a wide range of shots and play the ball into space. Pupils will be able to serve the ball accurately to start the game.
Social	Pupils will develop life skills such as fairness and empathy as they encourage and support each other.	Pupils will develop life skills such as fairness and empathy as they work well with others, playing by the rules.	Pupils will develop life skills such as communication and empathy as they listen to their partner and team members, working collaboratively together	Pupils will develop life skills such as trust and cooperation as they collaborate with others, applying the rules of the game.	Pupils will apply effective communication and cooperative skills as they work with their partner in doubles games.
Emotional	Pupils will apply their skills with developing success as they demonstrate courage and self-belief to keep working as hard as possible.	Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance, always keeping the score and playing fairly.	Pupils will apply life skills such as self-belief and integrity as they strive to improve their own performance, always keeping the score and playing fairly.	Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.	Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.
Thinking	Pupils will develop life skills such as concentration by focusing on the ball and the target. Pupils will listen carefully and follow the instructions.	Pupils will develop their concentration skills as they focus on the target, their partner and the ball.	Pupils will focus on their partner and team members developing an understanding of the consequences in a game when mistakes are made.	Pupils will apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents side of the court.	Pupils will demonstrate resourcefulness and problem-solving skills by creating a range of tactics, applying these to their games.

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Physical Education Learning Pathways

ATHLETICS					
	EYFS	1	2	3/4	5/6
	Locomotion: Walking & Jumping	Locomotion: Running 1 & Jumping 1	Locomotion: Jumping 1	Athletics	Athletics
Physical	Pupils will develop their ability to walk and move into space, change direction, adjust their speed and keep away from the defenders. Pupils will develop their ability to jump and land safely.	Pupils will be able to run applying the correct technique to ensure maximum speed and to be able to avoid defenders. Pupils will develop their ability to jump and land safely.	Pupils will consistently apply the correct technique for jumping. Pupils will accurately apply their jumping skills in combination and also within games.	Pupils will develop their ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique.	Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance.
Social	Pupils will develop life skills such as empathy and fairness as they listen, play by the rules and encourage others.	Pupils will continue to develop life skills such as empathy and fairness as they listen, play by the rules and encourage others.	Pupils will develop their ability to give and receive feedback concerning the jumping technique showing fairness and empathy to others.	Pupils will develop life skills such as communication and encouragement as they collaborate with others and support each other to improve and develop.	Pupils will develop their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.
Emotional	Pupils will develop their own self belief as they move and travel with confidence. Pupils will show courage while exploring their jumping skills.	Pupils will develop life skills such as honesty and self-belief as they strive to run as fast as possible, ensuring they are playing by the rules. Pupils will show courage as they apply developing confidence while exploring their jumping skills.	Pupils will consistently apply life skills such as self-belief and honesty as they play within the rules of the game and jump confidently.	Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.	Pupils will constantly apply life skills such as responsibility and self-discipline by applying their best effort every time and leading others by example.
Thinking	Pupils will develop an understanding of why we move into space as they explore moving and walking. Pupils will explore their curiosity as they try jumping in a variety of different ways.	Pupils will demonstrate a growing understanding of where to run, why to run there and when and why running fast is important in games. Pupils will explore their curiosity as they try jumping in a variety of different ways.	Pupils will demonstrate a strong understanding of why, when and where we jump in a game and apply imagination and creativity to their jumping.	Pupils will apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important.	Pupils will demonstrate a strong understanding of how to apply the correct technique in each event and why the correct technique is so important.



Physical Education Learning Pathways

TEAMBUILDING TO OAA						
	EFYS	1/2	3/4	3/4	5/6	5/6
	Games for Understanding	Team Building	Communication, Tactics & Problem Solving	Orienteering	Communication, Tactics & Problem Solving	Orienteering
Physical	Pupils will be able to move into spaces avoiding other pupils. Pupils will also be able to adjust their speed and change direction to avoid other pupils.	Pupils will develop and apply teamwork skills in pairs and small teams to complete all of the challenges successfully.	Pupils will work within teams to find effective strategies and tactics in order to complete the different problem solving challenges successfully.	Pupils will work within teams to find effective strategies and tactics in order to complete the different problem solving challenges successfully.	Pupils will work within teams to consolidate effective strategies and tactics in order to complete the different problem solving challenges successfully.	Pupils will orientate a map and locate points, returning to base as quickly as possible.
Social	Pupils will develop life skills such as fairness, while playing by the rules of the game and empathy when they need to encourage others.	Pupils will develop and apply life skills such as fairness and respect as they work together to complete the challenges.	Pupils will develop life skills such as trust and collaboration as they work effectively with their team mates to complete the challenges.	Pupils will develop life skills such as trust and collaboration as they work effectively with their team mates to complete the challenges.	Pupils will further develop life skills such as collaboration and communication as they apply both speaking and listening skills within their teams.	Pupils will consolidate life skills such as encouragement as they collaborate with their team to successfully complete the orienteering challenges.
Emotional	Pupils will start to explore honesty, as they learn to keep the score and self-belief, understanding why it is important to try our hardest.	Pupils will develop life skills such as courage and self-belief as they strive to complete the different challenges, adapting strategies and never giving up.	Pupils will develop their ability to remain positive and try their best in every challenge. Pupils will demonstrate leadership attributes as they take responsibility for their team members.	Pupils will demonstrate leadership attributes as they take responsibility for their team members.	Pupils will constantly apply life skills such as integrity and self motivation by playing by the rules and leading others by example.	Pupils will apply integrity and self motivation as they complete the challenges. Pupils will consolidate their leadership skills and take responsibility for others.
Thinking	Pupils will experiment moving in different ways, moving confidently and concentrating on any instructions.	Pupils will demonstrate a strong understanding of what makes an effective team. Pupils will create and apply simple tactics.	Pupils will apply an understanding of what makes an effective team and understand how important their role is within the team. They will apply an ability to evaluate and improve strategies to solve the problems.	Pupils will apply an ability to evaluate and improve strategies to solve the problems.	Pupils will be able to think tactically and create, evaluate and refine tactics for completing the challenges.	Pupils will consolidate their understanding of what makes an effective team and understand how important teamwork is when orienteering.



Physical Education Learning Pathways

HEALTH RELATED FITNESS

	1/2 Fitness Circuits	3/4 HRF	5/6 HRF
Physical	Pupils will develop their agility, balance and coordination as well as their overall fitness. They will use a scorecard to enable them to see the progress that they have made.	Pupils will be able to complete fitness assessments and participate in circuits that will enhance their fitness. They will repeat tests every year in KS2 and use a record card to record their results, this will allow them to track their progress.	Pupils will be able to complete fitness assessments and participate in circuits that will enhance their fitness. They will repeat tests every year in KS2 and use a record card to record their results, this will allow them to track their progress.
Social	Pupils can demonstrate fairness and gratitude as they engage in their learning and work well with others.	Pupils will develop life skills such as communication and respect as they encourage their partners through the circuits.	Pupils will further develop life skills such as communication and respect as they encourage their partners through the circuits.
Emotional	Pupils will develop life skills such as courage and honesty, as they challenge themselves to achieve their personal best.	Pupils will develop life skills such as self motivation, resilience and self-discipline as they strive to improve their own performances.	Pupils will further develop life skills such as self motivation, resilience and self-discipline as they strive to improve their own performances.
Thinking	Pupils will learn about the effects of exercise on their body and about the role of the human heart. They will learn to evaluate their own performances.	Pupils will develop their understanding of the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility.	Pupils will further their understanding of the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility.

supporting the personal development of the whole child



Physical Education Learning Pathways

GYMNASTICS

	EYFS	1/2	1/2	3/4	3/4	5/6	5/6
	High, Low, Under, Over	Body Parts & Wide, Narrow, Curled	Linking & Pathways	Symmetry & Asymmetry	Bridges	Counter Balance & Counter Tension	Matching & Mirroring
Physical	Pupils will be able to move and balance in high and low ways, applying champion gymnastics criteria, both on the floor and on apparatus.	Pupils will be able to move and balance using big and small body parts in wide, narrow and curled ways, linking movements together and applying champion gymnastics criteria, on the floor and on apparatus.	Pupils will explore different pathways and be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.	Pupils will execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together.	Pupils will execute 'excellent' balances and movements within the 'bridges' theme. Applying flow, pupils will link these movements and balances together.	Pupils will execute 'excellent' balances and movements within the Counterbalance and Tension theme, accurately applying flow as they link their balances with movement.	Pupils will create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.
Social	Pupils will begin to develop life skills such as empathy and gratitude as they encourage and congratulate others in their work.	Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.	Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.	Pupils will collaborate showing cooperation skills with their partner as they work together to create their sequences and share apparatus space with others.	Pupils will collaborate applying cooperation skills with their partner as they work together to create their sequences and suggest ways to improve.	Pupils will demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve.	Pupils will demonstrate respect and trust as they give and receive constructive feedback in order to improve their sequences and performances.
Emotional	Pupils will begin to show self-belief as they travel with confidence, over, under and through apparatus.	Pupils will develop their self-belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing.	Pupils will confidently demonstrate self belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances.	Pupils will develop their resilience and ability to remain self-motivated as they strive to improve their sequences even when they find it hard.	Pupils will develop their resilience and ability to remain self-motivated as they strive to improve their sequences even when they find it hard.	Pupils will apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will then work hard to improve their sequences.	Pupils will consistently apply integrity and self-discipline as they perform their sequences and receive feedback. Pupils will strive to improve their sequences.
Thinking	Pupils will experiment moving their bodies in a variety of ways on the floor and on apparatus.	Pupils will experiment moving in a variety of wide, narrow and curled ways understanding the differences between each type of movement.	Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.	Pupils will develop life skills such as resourcefulness and evaluation as they create their sequences in pairs, making any adaptations when necessary.	Pupils will apply life skills such as resourcefulness and evaluation as they create their sequences in pairs, making adaptations when necessary	Pupils will apply life skills such as evaluation and reflection as they recognise the strengths and weaknesses in their sequences and find ways to improve them.	Pupils will effectively apply life skills such as evaluation and decision making as they identify strengths and weaknesses in their sequences and find ways to improve.



Physical Education Learning Pathways

DANCE				
	EYFS	1/2	3/4	5/6
	Ourselves & Nursey Rhymes	Seasons, Weather & Starry Nights	Water, Carnival of the Animals & Extreme Earth	Chinese New Year & Tutor Dance
Physical	Pupils will move their bodies with big actions linked to the idea of 'ourselves' and 'nursery rhymes'.	Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.	Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character	Pupils will perform with clarity, fluency, accuracy and consistency. Pupils will execute movements and balances with accurate expression and emotion.
Social	Pupils will demonstrate life skills such as empathy as they listen to ideas and watch others as they perform.	Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.	Pupils can apply life skills such as cooperation and communication as they work successfully with others to execute their interacting sequences.	Pupils will consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performance.
Emotional	Pupils will develop their self belief as they move and travel with confidence.	Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.	Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard	Pupils will demonstrate effective responsibility as they work in groups and create movement ideas to improve the quality of their work.
Thinking	Pupils will develop their curiosity and imagination as they experiment moving in different ways.	Pupils will refine their application of life skills such as curiosity and imagination as they create a range of movements linked to a variety of characters.	Pupils will refine their ability to evaluate their own and others' performances. Pupils will problem solve and apply resourcefulness as they construct their sequences.	Pupils will make effective evaluations of an individual, pairs' or groups strengths and weaknesses. Pupils will reflect on their own performances