

Implementation - Skills

	Physical (Movement)	Using skills & techniques	Tactical & Rules	(Cooperation) Social	Leadership	Healthy body and mind (Learning for life)
Reception Sampling skills	Gross locomotion skills: Walk, run, jump, crawl, squat & lunge	Fine motor skills: Throw, catch, kick, stop and lift	Combining gross locomotion skills and fine motor skills to achieve an outcome: Compete against self	Display fine motor skills independently	Explain a rule and demonstrate it to others	Explain the need for PE kit (safety, hygiene)
Year 1 Sampling skills	ABCs: Be agile, balanced and coordinated in isolated situations	Use fine motor skills in a dynamic situation	Follow simple rules to play games, including team games.	Appreciate that others are learning the same skills independently and help ensure they can do this	Show and demonstrate to others what the rules/instructions are	Awareness of physical safety: Explain the importance of warm up and cool down
Year 2 Acquiring skills	Use speed, flexibility and strength to achieve an outcome in isolated situations	Replicate a skill by using a taught technique	Retain and recall an increased number of rules. Achieve an outcome within the constraint of these rules.	Learn and collaborate in a small group or team to achieve a common goal	Role model: Communicate rules or instructions to others	Physiological changes: Describe the anticipated short-term effects of exercise on the body
Year 3 Acquiring skills	Static stretches: Perform basic stretches for major muscle groups	Use equipment, apparatus or resources when applying a technique	Describe the difference between attacking and defending teams in games. Explain transitions in dance or gymnastics	Can compete against others fairly: Perform individually and a team whilst observing and respecting rights to learn, be safe and feel safe	Pupils lead: Communicate basic strategy to others in a game	Physiological adaptations: Describe the long-term effects of exercise on their health
Year 4 Developing skills	Perform basic dynamic and static stretches for major muscle groups independently	Use equipment, apparatus or resources with control	Using different team roles: Perform as an attacker and defender	Understanding the nature of a team: Describe the differences in others' roles when learning in a group or team	Using leadership skills: Explain and demonstrate how to successfully achieve a goal to others	Describe how to learn safely in PE
Year 5 Evaluating skills	Evaluate their own physical performance in PE and describe ways to improve	Sequence skills and techniques with control	Responding to stimuli: Adapt their role to react to tactical changes in a competitive situation	Acting on advice: Listen to feedback carefully and respond by adapting their performance to be successful	Influencing performance: Describe basic team strategies to improve a team's performance	Describe how safe learning and exercise can contribute to positive well-being
Year 6 Consolidating skills	Cardiovascular and muscular endurance: Sustain learning and performance without fatiguing	Sequence basic sport specific techniques with control	Responding to dynamic situations: Anticipate when to adapt their role to prevent tactical changes	Take part in competitive games/performance with a strong understanding of tactics and composition	Leading for learning: Lead part of a warm up with prompting	Water Safety: Demonstrate water confidence poolside and perform self-rescue techniques
Year 7 Embedding skills	Moderate to vigorous physical activity: Increase HR intensity to perform in MVPA	Recall and apply a breadth of skills and techniques with precision and control.	Preventative and proactive decision making: Consistently make effective decisions with success	Sportspersonship: Consistently observe and respect the rights of others to learn in physical education	Pupils as motivators: Support others sincerely to be successful by encouraging them	Describe the role of hydration in PE and exercise
Year 8	Situational fitness: Work at different intensities to meet the demands of an activity	Recall and apply a breadth of skills and techniques with precision, control and fluency	Planning performance: Perform to a pre-planned tactical play	Developing trust: Empower and include others - create trust in team/group performances	Successful leaders: Act on given basic instructions and resources to successfully lead/instruct small group	Lifestyle, performance and PE: Evaluate how hydration levels change during PE and exercises
Year 9	Components of Fitness: Explain how the components of fitness underpin performances and apply them with precision, fluency and control	Developing technical expertise: Perform complex sequenced techniques with precision, fluency and control	Planning performance intent: Use a sequence of tactical plans to overcome an opponent	Peer coaching (and assessment): Coach team mates to perform to a pre-planned tactical play	'Captaincy': Evaluate the performance of a team and provide a strategy to improve	Lifestyle, performance and PE: Describe the role of good nutrition in preparing for performance in PE
Year 10	Cardiovascular fitness: Exercise within different thresholds of training	Mastering technical expertise: Expertly perform complex skills with precision fluency and control successfully	Plan, apply and evaluate tactical plans to successfully overcome an opponent in groups	Evaluative performers: Explain how their role – successfully applied – contributes toward supporting team mates	Independent leaders: Lead a three-phase warm up	Health-related components of fitness: Describe the relationship between the health-related components of fitness and performance/lifestyle to remain health
Year 11	Purposeful performance: Participate in a sequenced series of individualised activities to bring about physical adaptations or perform a choreographed routine	Use hazardous apparatus (e.g. free weights) independently, safely and correctly	Diagnostic learning: Plan, apply and evaluate a training plan to improve health and fitness	Learning as mentors: Support others to achieve individualised health, fitness or performance goals	Learning as trainers and instructors: Plan and instruct others how to perform safely and guide them to improve performance	Prepared for lifelong learning: Plan, apply and evaluate their own and others' individualised training activities independently