



Skills Map for Physical Health & Wellbeing

Early Years Physical Education

Physical Skills	Thinking Skills
<ul style="list-style-type: none"> • Dress and undress themselves • Demonstrate spatial awareness • Control their fundamental movement skills (e.g. stopping and starting on command, walking and running safely) • Develop fundamental movement skills (including running, jumping, throwing) • Identify a target and use effective throwing techniques • Move creatively using whole body (e.g. dancing, posing, balancing) • Develop basic strength and flexibility • Copy and perform basic movements 	<ul style="list-style-type: none"> • Listen to, understand and follow some basic rules • Show good awareness of personal space • Watch and comment on what they have seen
<p>Greater Depth</p> <ul style="list-style-type: none"> • Tie shoelaces and fasten buttons • Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required 	<p>Greater Depth</p> <ul style="list-style-type: none"> • Use equipment safely and effectively • Comment and reflect on their own skills and those of others • Apply skills in a variety of situations
Personal Skills	Health Skills
<ul style="list-style-type: none"> • Develop confidence and resilience • Describe the differences in the way their body works and feels when playing different games • Compete fairly showing good sportsmanship 	<ul style="list-style-type: none"> • Identifies the impact of physical activity on their bodies • Differentiate between healthy and unhealthy foods
<p>Greater Depth</p> <ul style="list-style-type: none"> • Know that physical exercise is good for them and describe what it feels like 	<p>Greater Depth</p> <ul style="list-style-type: none"> • Explain the impact that healthy or unhealthy foods will have on their bodies



Year 1 Physical Education

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Physical Skills	Thinking Skills
<ul style="list-style-type: none"> • Develop fundamental movement skills (including running, jumping, throwing and catching) • Improve running technique and run for longer distances • Perform a run and jump sequence • Develop an under and over arm throwing action • Maintains stillness on different bases of support with different body shapes • Develop basic strength and flexibility. • Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required • Link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end 	<ul style="list-style-type: none"> • Develop simple tactics for attacking and defending and ways to score • Describe some basic rules • Show good awareness of space and the actions of others • Watch, describe and comment on what they have seen • Develop ways to score • Show good awareness of space and the actions of others
<p>Greater Depth</p> <ul style="list-style-type: none"> • Create and perform a movement phrase with a beginning, middle and end • Show good awareness of space, apparatus and the actions of others 	<p>Greater Depth</p> <ul style="list-style-type: none"> • Carry and set up equipment safely with help • Apply skills in a variety of situations
Personal Skills	Health Skills
<ul style="list-style-type: none"> • Develop confidence and resilience • Describe the differences in the way their body works and feels when playing different games • Compete fairly showing good sportsmanship 	<ul style="list-style-type: none"> • Identifies the heart as a muscle that grows stronger with exercise, play and physical activity
<p>Greater Depth</p> <ul style="list-style-type: none"> • Know running, jumping and throwing is good for them and describe what it feels like 	<p>Greater Depth</p> <ul style="list-style-type: none"> • Differentiates between healthy and unhealthy foods



Year 2 Physical Education

Physical Skills	Thinking Skills
<ul style="list-style-type: none"> • Develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching) • Show good awareness of space and the actions of others • Compete in small sided games fairly showing good sportsmanship • Develop basic strength and flexibility. • Run with a good technique at different speeds • Perform a two footed jump • Show a good throwing technique and extend accuracy and distance • Perform basic gymnastic actions with control and coordination 	<ul style="list-style-type: none"> • Show good awareness of space and the actions of others during games • Use a variety of simple tactics in a small sided game • Describe some basic rules • Begin to watch others and focus on specific actions to improve own skills • Handle apparatus safely and recognise risks involved
<p>Greater Depth</p> <ul style="list-style-type: none"> • Repeat a sequence of gymnastic actions incorporating smooth transitions and stillness • Know the difference between tension and relaxation in their body 	<p>Greater Depth</p> <ul style="list-style-type: none"> • Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it
Personal Skills	Health Skills
<ul style="list-style-type: none"> • Work and compete individually and with others • Develop competence • Develop confidence • Know playing games is good for them and describe what it feels like • Know running, jumping and throwing is good for them and describe what it feels like • Compete fairly showing good sportsmanship 	<ul style="list-style-type: none"> • Identify physical activities that contribute to fitness • Recognise the "good health balance" of nutrition and physical activity
<p>Greater Depth</p> <p>Know flexibility, strength and body control is good for them and describe what it feels like.</p>	



Year 3 Physical Education

Year 3 Physical Education	
Physical Skills <ul style="list-style-type: none"> • Master fundamental movement skills with a good level of consistency when moving and standing still (specifically master basic movements including running, jumping, throwing and catching) • Throw and catch with control when under limited pressure to keep possession and score goals • Show an awareness of opponents and team mates during games • Select running speed for appropriate activity • Make up and repeat a short sequence of linked jumps • Adapt a gymnastic sequence to include different levels, speeds or directions • Use more detailed plans and diagrams that take them from familiar to less familiar areas • Develop gymnastic techniques and transitions 	Thinking Skills <ul style="list-style-type: none"> • Show good awareness of space and the actions of others • Use simple rules fairly and extend them to devise their own games • Recognise good performances in themselves and others and use what they have learned improve their own work • Take part in relay activities remembering when to run and what to do
Greater Depth <ul style="list-style-type: none"> • Throw a variety of objects, changing their action for accuracy and distance • Perform combinations of gymnastic actions using floor, mats and apparatus 	Greater Depth <ul style="list-style-type: none"> • Use ideas they have learned in one task and apply them in another • Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games
Personal Skills <ul style="list-style-type: none"> • Begin to understand the importance of warming up • Identify that playing extended games improves their stamina • Compete fairly showing good sportsmanship individually and with others • Develop competence and confidence • Recognise when their body is warmer or cooler and when their heart beats faster and slower • Get changed to and from PE kit independently in 3 minutes 	Health Skills <ul style="list-style-type: none"> • Recognise that strength and suppleness are important parts of fitness • Develop calming techniques and self-regulate emotions with an adult.
Greater Depth <ul style="list-style-type: none"> • Know and describe the effects of different exercise activities on the body and how to improve stamina 	Greater Depth <ul style="list-style-type: none"> • Describes the concept of fitness and provides examples of physical activity to enhance fitness • Identifies foods that are beneficial for before and after physical activity



Year 4 Physical Education

Physical Skills	Thinking Skills
<ul style="list-style-type: none"> • Throw and catch with control when under limited pressure to keep possession and score goals • Change pace, length and direction to outwit their opponent • Show some control when using a range of basic running, jumping and throwing actions with some accuracy and power into a target area • Perform a range of gymnastic actions with increased consistency and fluency • Perform a range of jumps showing contrasting techniques and sometimes using a short run up • Work with a partner to show similar and contrasting actions on the floor and apparatus • Combine actions and show clarity of shape in longer sequences, alone or with a partner • Perform dances using a range of movement patterns 	<ul style="list-style-type: none"> • Describe their own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others • Work in cooperative groups to use different techniques, speeds and effort to meet challenges • Handle apparatus safely and recognise risks involved
<p>Greater Depth</p> <ul style="list-style-type: none"> • Choose and use a range of ball skills with a good degree of accuracy • Use a variety of techniques and tactics to attack, keep possession and score 	<p>Greater Depth</p> <ul style="list-style-type: none"> • Relate different athletic activities to changes in heart rate, breathing and temperature • Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games • Develop calming techniques and self-regulate emotions
<p>Personal Skills</p> <ul style="list-style-type: none"> • Work and compete individually and with others • Develop competence • Develop confidence • Understand how strength, stamina and speed can be improved by playing games • Compete in small sided games fairly showing good sportsmanship • Recognise when their body is warmer or cooler and when their heart beats faster and slower • Recognise that strength and suppleness are important parts of fitness • Get changed to and from PE kit independently in 3 minutes 	<p>Health Skills</p> <ul style="list-style-type: none"> • Examines the health benefits of participating in physical activity
<p>Greater Depth</p> <ul style="list-style-type: none"> • Lead activities and teach to other children 	<p>Greater Depth</p> <ul style="list-style-type: none"> • Discusses the importance of hydration and hydration choices relative to physical activities.



Skills Map for Swimming		
Working Towards	Expected	Greater Depth
<ul style="list-style-type: none"> • Can they swim between 15 metres unaided? • Can they keep swimming for 30 to 45 seconds, using swimming aids and support? • Can they use a variety of basic arm and leg actions when on their front and on their back? • Can they swim on the surface and lower themselves under water? • Can they take part in group problem-solving activities on personal survival? • Do they recognise how their body reacts and feels when swimming? • Can they recognise and concentrate on what they need to improve? 	<ul style="list-style-type: none"> • Can they swim 25 metres keep swimming for 45 to 90 seconds? • Do they use 3 different strokes, swimming on their front and back? • Can they control their breathing? • Can they swim confidently and fluently on the surface and under water? • Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? • Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? • Can they suggest activities and practices to help improve their own performance? 	<ul style="list-style-type: none"> • Can they swim further than 100 metres? • Can they swim fluently and confidently for over 90 seconds? • Do they use all 3 strokes with control? • Can they swim short distances using butterfly? • Do they breathe so that the pattern of their swimming is not interrupted? • Can they perform a wide range of personal survival techniques confidently? • Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges? • Can they describe good swimming technique and show and explain it to others?



Year 5 Physical Education

Physical Skills	Thinking Skills
<ul style="list-style-type: none"> • Use a large range of sending, receiving and travelling techniques in games, with varied control • Demonstrate a range of throwing actions using modified equipment with some accuracy and control • Understand and demonstrate the differences between sprinting and distance running • Show control in take off activities • Work cooperatively to put strategies and solutions into action • Develop and refine orienteering and problem-solving skills when working in groups and on their own • Perform dances using a range of movement patterns • Perform combinations of gymnastic actions with different levels, speeds and directions 	<ul style="list-style-type: none"> • Know and apply the basic strategic and tactical principles of a some games and adapt them to different situations • Show good awareness of space and the actions of others • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others • Identify good performances and suggest ideas for practices that will improve their play • Work in cooperative groups to use different techniques, speeds and effort to meet challenges • Predict how different activities will affect heart rate, temperature and performance • Evaluate a sequence and suggest improvements to speed, direction and level, applying some basic criteria
<p>Greater Depth</p> <ul style="list-style-type: none"> • Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control • Perform actions, shapes and balances with good body tension and extension 	<p>Greater Depth</p> <ul style="list-style-type: none"> • With help, devise warm up and cool down activities and justify their choices • Know and apply the strategic and tactical principles of various games and adapt them to different situations
<p>Personal Skills</p> <ul style="list-style-type: none"> • Work and compete individually and with others • Develop competence • Develop confidence • Compete in small sided games fairly showing good sportsmanship • Recognise that strength and suppleness are important parts of fitness • Recognise when their body is warmer or cooler and when their heart beats faster and slower • Get changed to and from PE kit independently in 3 minutes 	<p>Health Skills</p> <ul style="list-style-type: none"> • Understand fully why exercise is good for fitness, health and wellbeing • Develop calming techniques and self-regulate emotions
<p>Greater Depth</p> <ul style="list-style-type: none"> • Design and lead activities and teach to other children 	<p>Greater Depth</p> <ul style="list-style-type: none"> • Designs a fitness plan to address ways to use physical activity to enhance fitness • Analyses the impact of food choices relative to physical activity, youth sports & personal health



Year 6 Physical Education

Physical Skills	Thinking Skills
<ul style="list-style-type: none"> • Use a large 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 • Choose appropriate techniques for specific events • Choose the best pace for a running event, in order to sustain running and improve their personal target • Show control and power in takeoff and landing activities • Show accuracy and good technique when throwing for distance • Find appropriate solutions to problems and challenges • Perform dances using a range of movement patterns • Work with a partner or small group to practise and refine a sequence 	<ul style="list-style-type: none"> • Understand, choose and apply a range of tactics and strategies for defence and attack • With help, devise warm up and cool down activities and justify their choices • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others • Develop their ability to evaluate their own and others' work, and to suggest ways to improve it using appropriate terminology
<p>Greater Depth</p> <ul style="list-style-type: none"> • Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environments • Combine and perform actions, shapes and balances with fluency increasingly difficult combinations 	<p>Greater Depth</p> <ul style="list-style-type: none"> • Organise and judge events and challenges well • Know and apply strategic and tactical principles of a various games and adapt them to different situations
<p>Personal Skills</p> <ul style="list-style-type: none"> • Work and compete individually and with others • Develop competence • Develop confidence • Compete in small sided games fairly showing good sportsmanship • Compete in a range of team events • Get changed to and from PE kit independently in 2 minutes 	<p>Health Skills</p> <ul style="list-style-type: none"> • Understand fully why exercise is good for fitness, health and wellbeing • Identify activities that help develop stamina or power and suggest how some can be used in other types of activities
<p>Greater Depth</p> <ul style="list-style-type: none"> • Know the importance and types of fitness and how playing games contributes to a healthy lifestyle 	<p>Greater Depth</p> <ul style="list-style-type: none"> • Designs a fitness plan to address ways to use physical activity to enhance fitness • Analyses the impact of food choices relative to physical activity, youth sports & personal health

