



The T-RF PE Curriculum



	F1 Nursery	F2 Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<p>Begin to think about changing movements with lots of support and adult modelling</p> <p>Joins in with dance routines and learns repetitive parts.</p> <p>Starting to enjoy different music and express ourselves emotionally.</p> <p>Can move to a rhythm and speed up movements in time to music.</p> <p>Begin to move safely in a space</p> <p>Beginning to dance in front of a familiar group/adult.</p> <p>Beginning to use the word dance and moving.</p>	<p>Learn to change movements with adult support and modelling.</p> <p>Copies a 2-step dance sequence modelled by the adult.</p> <p>Enjoy different music and express ourselves emotionally.</p> <p>Learns about speed and rhythm and how to adjust our movements to show this in dance.</p> <p>Use the space around them safely.</p> <p>Shows their dance routines to a familiar group/adult.</p> <p>Learning to use some simple dance vocabulary.</p>	<p>Improvise with adult suggestions and support</p> <p>Creates a 2- step dance sequence by themselves</p> <p>Learning how music can make us feel and how we can show this in dance.</p> <p>Adjusts movements to show control with different speeds & rhythms in dance.</p> <p>Starts to show good spatial Awareness.</p> <p>Developing confidence to show their dance routines to a small group.</p> <p>Beginning to use new vocabulary to talk about their dance and movements.</p>	<p>Improvise with some suggestions from an adult</p> <p>Creates a 2 -step dance sequence with a partner</p> <p>Is beginning to use dance to show a mood or feeling.</p> <p>Starting to change rhythm, speed and direction confidently in dance.</p> <p>Developing a good sense of spatial awareness.</p> <p>Performs a dance as a large group to an audience.</p> <p>Can use familiar vocabulary to describe their dance and movements.</p>	<p>Improvise independently</p> <p>Create a sequence of 3 dance movements with a partner</p> <p>Begin to use emotion and rhythm in their actions</p> <p>Show control in their movement</p> <p>Demonstrate spatial awareness</p> <p>Perform as pairs to a small audience</p> <p>Use basic vocabulary to describe their actions and movements Modify a dance sequence after teacher assessment</p>	<p>improvise with a partner and independently</p> <p>Create longer sequences with a partner</p> <p>Compose a dance movement which reflects stimuli or type of genre</p> <p>Show control and precision in their movements</p> <p>Demonstrate spatial awareness confidently and use space to maximum effect.</p> <p>Perform the dance to reflect a genre</p> <p>Suggest improvements during discussions of their own performances using basic vocabulary Modify a dance sequence after teacher/self-assessment</p>	<p>Improvise as a small group</p> <p>Create sequences with a small group</p> <p>Create dances individually, as a group and with a partner that accurately reflect the mood of the chosen dance and music.</p> <p>Demonstrate a change of pace and timing within sequences</p> <p>Demonstrate spatial awareness and rhythm.</p> <p>Perform a dance that reflects the genre and mood</p> <p>Suggest improvements of their own and other children's performances Modify own performance as a result of peer assessment</p>	<p>Improvise confidently, demonstrating flexibility and technique</p> <p>Create a set of sequences (children doing different sequences) within a group</p> <p>Exaggerate dance movements that use expression</p> <p>Dance with fluency and control linking all movements and ensuring that transitions flow.</p> <p>Use space to maximum affect and change in rhythm</p> <p>Perform an expressive dance that reflects the genre and mood with confidence.</p> <p>Suggest improvements of their own and other children's performances giving reasons for their opinions. Compare performances and modify dance sequences as a result of peer and self- assessment</p>
Gymnastics	<p>Begin to use basic gymnastic actions, travel and jump independently</p> <p>Learning to travel on 2 and 4 body parts and develop their sense of balance.</p> <p>With increased practice and use of their gross motor skills, flexibility and strength is beginning to develop.</p> <p>Copies a sequence of movements to travel safely across equipment.</p> <p>Begin to use the new vocabulary balance, roll and curl</p>	<p>Use basic gymnastic actions, travel and jump independently</p> <p>Learning to use different body parts to balance. E.g. 2 legs or 2 legs and 2 hands.</p> <p>With increased practice and use of their gross motor skills, flexibility and strength develops at a good rate.</p> <p>Copies a sequence of movements confidently and starting to think about how to make up a different sequence.</p> <p>Learning to use some gymnastic vocabulary, such as balance, roll, curl, travel and sequence</p>	<p>Use basic gymnastic actions, travel and jump and begin to put these into a sequence of movements</p> <p>Shows control when travelling on 2 and 4 body parts.</p> <p>Beginning to show strength and flexibility in their movements</p> <p>Can make a simple routine up to travel with improved confidence across equipment</p> <p>Beginning to use the right vocabulary for gymnastic equipment and their movements. such as relaxed, tense, stretched and curled.</p>	<p>Use basic gymnastic actions, travel and jump and put these into a sequence of movements</p> <p>Shows increasing balance when travelling on 2 and 4 body parts.</p> <p>Show strength and flexibility in their movements</p> <p>Can make a routine up to travel confidently across equipment.</p> <p>Regularly using the right vocabulary for gymnastic equipment and their movements. such as relaxed, tense, stretched and curled.</p>	<p>Use basic gymnastics actions: travel, jump and include movements that change direction, level and speed in sequences of 3 moves</p> <p>Show ability to balance on a variety of number of points.</p> <p>Show increased strength and flexibility using various body shapes</p> <p>Demonstrate a sequence working individually and with a peer Begin to use plan their own sequences</p> <p>Begin to describe their own work using simple gymnastics vocabulary</p>	<p>Use basic gymnastics actions: travel, jump with control and coordination and include movements that change direction, level and speed in sequences.</p> <p>Show increasing levels of control whilst balancing.</p> <p>Show increased strength, technique and flexibility using various body shapes</p> <p>Use creativity and imagination in their own more complex sequences</p> <p>Describe similarities and differences in their own work and others using gym.</p>	<p>Demonstrate key gymnastics actions of travel, jump, weight-on hands, and balance with control including movements that change direction, level and speed in sequences.</p> <p>Demonstrate a consistent performance showing fluency, accuracy and consistency, individually and collaboratively</p> <p>Create sequences that include a variety of actions: travelling, balances, bending, stretching, twists and rolls</p> <p>Describe similarities and differences in their own work and others using gym. vocabulary and suggest improvements for both.</p> <p>Enjoy competing with others</p>	<p>Demonstrate key gymnastics actions of travel, jump, weight-on hands, and balance with control, strength and coordination including movements that change direction, level and speed in sequences.</p> <p>Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Create a variety of sequences that include: springing, flight, rotations, linking shapes, vaults and rolls / flips.</p> <p>Analyse skills and suggest ways to improve quality of their performance using appropriate gym vocabulary giving reasoning for opinions</p> <p>Reflect and justify competition results</p>

	Enjoys using the gymnastic equipment with more confidence.	Beginning to show confidence in their routines on the gymnastic equipment	Can show a small group their sequence of movements.	Enjoys performing a sequence to a familiar group.	Enjoy performing sequences	vocabulary Make suggestions for improvement of own Enjoy performing sequences to others		
Outdoor and Adventurous					Be able to work with a partner on a problem-solving activity. Start to develop options for improving a way of doing something. Be able to communicate ideas to a partner Try new activities in an outdoor setting. Events/ Activities include: PE - OAA Forest schools Residentials	Be able to work with a group of friends on a problem-solving activity. Learn from 'failure' to adapt new ideas. Listen carefully to others in a group and try ideas that others suggest Participate fully in overnight residential activities.	Be able to work with a mixed group of peers (not immediate friendship group) on a problem-solving activity Show physical and emotional resilience in a difficult task. Negotiate ways of doing an activity within a group setting Confidently try new activities	Be able to work with a variety of children in different settings on problem solving activities. Show physical and emotional resilience in a difficult task. Support others who may not have similar resilience. Be able to consistently work as part of a team to solve problems. Assertively communicate with peers whilst also listening to the views of others. Confident to stay away from home on residential. Actively try new experiences. Participate fully in multiple days residential activities. Be able to select, look after and pack own belongings for an outdoor trip
Competitive Games	Attempts to catch large balls, gaining confidence with practice. Practicing throwing a ball of various sizes Explore moving with a large ball. Begin to move a large ball by rolling it and kicking it. Enjoys using balls and equipment to throw them into a target, such as a hoop or basket.	Will attempt to catch large and small balls with increased competency Is showing more control with throwing balls of various sizes? Practice moving with a large ball. Begin to move a large ball with their feet by kicking it and learn how to hold a bat and practice using this with a small ball. Practice throwing a piece of equipment into a target, such as a hoop or basket.	Is beginning to catch using the correct technique Is beginning to throw using the underarm and overarm technique Learning how to dribble with a ball Use skills to move a ball, either with their feet-kicking or a bat-hitting Gaining confidence whilst aiming at a given target, such as a basketball hoop.	Is developing good techniques to catch various equipment Is developing good techniques to throw both underarm and overarm with various equipment Practice techniques on how to dribble with a ball Show confidence in their skills to move a ball, either with their feet-kicking or a bat-hitting Starting to show control whilst aiming at a given target, such as a basketball hoop.	Use correct technique to catch various equipment Further develop a range of throws (type of throw – under, over, bounce and type of equipment) with increased power and accuracy Develop dribbling skills Strike a ball (kick/bat..)with power and control Use correct batting technique Maintain control of a ball whilst performing a range of actions (dribbling, catching, throwing...) Develop fundamental movement skills with control and coordination (feet, balance of body, knees bent, use of	Demonstrate good hand-eye coordination with control. Select appropriate throws to achieve a purpose Use accurate dribbling with a pass in a game Strike a ball more accurately with increasing controlled power Identify ways to move the ball forwards past an opponent as part of a team game	Demonstrate passing and catching skills both in isolation and during a competitive situation Pass ball to a space for someone to move on to Keep possession of a ball with awareness of space Confidently use and apply techniques whilst striking a ball with aim To understand how to make space by moving away and coming back and by dodging. Ready to receive and control a ball.	Throw and catch under pressure in competitive situations Pass ball to a space for someone to move on to in game situation Know when to keep possession and when to pass and move into space Use tactics as to direction, aim, power in a game situation To make space by moving away and coming back and by dodging and attempt to use in a game to receive a pass

					arms) whilst controlling the ball			
	Begins to follow rules in a game.	Follow rules in a game	Decide on the best position to be in a game.	Starting to follow rules and tactics in a game.	Understand terms attack and defence, field and batting. To understand the concept of tactics Begin to communicate with peers during games	Learn the concepts of attacking and defending Understand how to mark an opponent (off ball defense) in small games/activities Apply tactics during competitive situations	Apply knowledge of skills for attacking and defending. Understand how to mark an opponent (off ball defense) in a game Begin to use their skills/tactics to influence the game	Attack and Defend as a team (on and off ball) Work as a team, using tactics to beat another team To have a strong influence in the game, using a range of tactics in attack and defence.
					Begin to show understanding of basic rules in a range of competitive sports Show awareness/kindness to teammates and opponents in games	To show understanding of basic rules in a range of competitive sports To appreciate actions of teammates and opponents' position and show understanding	Show competent understanding of rules in games and an understanding of sportsmanship	Show competent understanding of rules in competitive games whilst showing sportsmanship

Athletics	Enjoys running outside.	Enjoys running outside and joins in with running races.	Beginning to gain speed whilst running in a race.	Learning to show speed whilst running in order to win a race.	Maintain and demonstrate good running technique at speed.	Maintain and demonstrate good sprinting technique competitively.	Use correct technique to run at maximum speed during short- burst sprints.	Effectively choose different styles of running for different challenges.
	Experiments with jumping over obstacles and small hurdles using their legs and arms for balance.	Attempts to jump over low hurdles and obstacles using their legs and arms for balance.	Beginning to use their arms and legs to move safely over hurdles in a running race	Can use their arms and legs to move safely and confidently over hurdles in a running race.	Improve jumping techniques with an awareness of arm/leg movement.	Improve jumping techniques with a basic understanding of direction and momentum.	Understand which technique is most effective when jumping for distance.	Understand when to use consistent pace and when to increase speed in a competitive longer distance race. Show awareness of how to read the race and choose a speed.
	Experiments with throwing beanbags and balls at a given target.	Can practice throwing at a given target thinking about their technique.	Beginning to throw with some control at a given target, using the correct technique.	Can throw with increased control at a given target, using the correct technique.	Improve throwing techniques with an awareness of arm movement.	Improve throwing techniques with an understanding of direction and momentum.	Understand which technique is most effective when throwing for distance.	Understand which technique is most effective when jumping using multiple steps (triple) for distance.
					Select appropriate power for throwing a variety of equipment safely	Use power to reach a target distance	Use power and accuracy to hit or reach a target.	Understand which technique is most effective when throwing for distance using a wider variety of equipment.
					Demonstrate improved balance, coordination and control across athletics.	To show good control, speed, strength and stamina in a variety of athletic events.	Demonstrate, utilise and combine taught skills competitively.	To understand the balance of power and technique to achieve best results when throwing.
					Be able to record scores and personal bests, compare own performances and suggest improvements.	To compare performance with previous ones and demonstrate improvement to achieve their personal best.	To enjoy competing with others. Observe and describe specific aspects of running, jumping and throwing techniques, suggesting improvements for peers.	Can select and apply the correct athletic skills and tactics in competitive situations.
Health and Fitness	To learn that exercise is good and will make us stronger.	To learn that exercise is good for us and makes us strong and healthy.	To think about how exercise impacts on their body-increased heart rate and strength	Is beginning to understand the importance of good health and exercise on their body. Getting stronger and healthier	Explain the impact of short-term physical activity (increased heart rate etc.).	Explain how physical activity positively impacts long term health (strength of muscles/ heart)	Explain how physical activity positively impacts mental health	Understand and explain the short- and long-term effects of exercise Identify moments when physical activity could be of benefit to mental health (stressed/ feeling low/lonely)

Swimming					<p>Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water- based situations.</p>
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