Clayton CE Physical Education Knowledge Ladder (KS1 and KS2)

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games National Curriculum Statutory Programmes of Study	Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity	• Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.		• Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.		• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.	
	Key learning	Key learning	Key Learning	Key learning	Key Learning	Key learning	Key Learning
	Children can set up and work on basic obstacle courses. Children take part and participate in games such as hide and seek, elephant football and tag. Can participate in relay and collect games in small teams. Children take part in games such as Bugs bunny, tag and movement games with teams. Can understand and follow a simple set of rules and apply them in games. Children can move freely by walking, Jogging and jumping Children can strike a large ball with hands and feet. Children can throw or roll a ball in a direction.	Travel in a variety of ways including running and jumping. <u>Cricket/handball:</u> Begin to perform a range of throws. Receive a ball with basic control. Begin to develop hand-eye coordination. Participate in simple games Can run at different speeds. Can jump from a standing position. Can run at different speeds and change direction Can dribble with hands, feet and equipment around obstacles. Can throw underarm and overarm at target	<u>Basketball:</u> Confidently send the ball to others in a range of ways. Begin to apply and combine a variety of skills (to a game situation). Develop strong spatial awareness. Begin to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Begin to develop an understanding of attacking/ defending Can run at different speeds. Can jump from a standing position. Can run at different speeds and change direction Can sequence movements together such as running and jumping. Can use a range of movements to avoid, go over or around obstacles	Understand tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Begin to communicate with others during game situations. Use skills with coordination and control. Develop own rules for new games. Make imaginative pathways using equipment. Work well in a group to develop various games. Begin to understand how to compete with each other in a controlled manner <u>Badminton:</u> Practise throwing and catching with a variety of different balls and shuttles and using different types of throwing. Hit a range of balls with a racket as well as shuttles. Use different shots. Such as serve and forehand.	<u>Futsal:</u> Show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking, passing Use skills with coordination, control and fluency. Take part in competitive games with a strong understanding of tactics and composition Can create their own games using knowledge and skills. Work well in a group to develop various games. Apply basic skills for attacking and defending.	Vary skills, actions and ideas and link these in ways that suit the games activity. Show confidence in using ball skills in various ways, and can link these together. Use skills with coordination, control and fluency. Take part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game using defending and attacking. <u>Volleyball:</u> Use different shots. Such as serve and forehand and volleying as well as backhand. Play games using throwing and catching skills and attempt to play small sided 2v2 and 1v1 games. In volleyball can begin to serve overhead with some accuracy.	Vary skills, actions and ideas and link these in ways that suit the games activity. Show confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking Keep possession of balls during games situations. Consistently use skills with coordination, control and fluency. Take part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modify competitive games. Compare and comment on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game <u>Rounders:</u> Hit balls with a bat as with accuracy and spatial awareness. Play games using throwing and catching skills and attempt to play

	Children can dribble a large ball using hands, feet and a tennis racket.	Can show some control when balancing and dribble a ball with a piece of equipment such as a tennis racket.	such as small hurdles, ladders and hoops. <u>Tennis:</u> Can send and receive a range of objects. Can dribble with hands, feet and equipment around obstacles. Can throw underarm and overarm at target Can show some control when balancing and dribble a ball with a piece of equipment such as a tennis racket. Can begin to strike and object with their hands and feet as well as a large tennis racket.	Play games using throwing and catching skills. Understand and apply attack and defence tactics. <u>Cricket:</u> Consolidate and develop the range and consistency of their skills in striking and fielding games. To develop and investigate different ways of throwing and to know when it is appropriate to use them. To practise the correct technique for catching a ball and use it in a game. Children can bowl underarm. Children can strike a static ball and sometimes a moving ball.		Understand and apply attack and defence tactics. <u>Netball:</u> To develop and investigate different ways of throwing and to know when it is appropriate to use them. Children can catch and return a ball with accuracy and precision. Children can bowl underarm with accuracy and begin to bowl overarm with the correct technique. Children can strike a strike a bouncing ball and bowled ball. Children begin to think about tactical shots identifying space.	small sided tennis and badminton 2v2 and 1v1 games. Can begin to serve overhead with some accuracy and consistency Understand and apply attack and defence tactics. To develop and investigate different ways of throwing and to know when it is appropriate to use them. Children can catch and return a ball with accuracy and precision using long barrier technique. Children can bowl underarm with accuracy and can now bowl overarm with some accuracy and precision. Children can strike a strike a bouncing ball and bowled ball from an under arm or over arm bowl. Children begin to think about tactical shots identifying space and differentiate their bowling.
	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
	I can set up and work on basic obstacle courses. I can play games like hide and seek, elephant football and tag and play in small teams. I can understand and follow a simple set of rules and apply them in games. I can control my movements by walking and then changing to Jogging and jumping I can jump with both feet in the air at the same time. I can hit a large ball with my hands and feet.	I am in control of my body's movements. I can move in complex ways without falling over. I can use equipment with control. I can apply these skills to a game of handball or cricket	<u>Basketball</u>: Children can confidently play a game of basketball with their peers where they are able to combine a variety of skills and tactics such throwing over arm, under arm or bouncing the ball, spatial awareness, dribbling the ball, bouncing the ball, throwing the ball, catching it and aiming to shoot the ball into a basket. They can achieve the above whilst running in different t directions and at different speeds. <u>Tennis:</u> Children can confidently play a game of tennis where they can send and receive a tennis ball and throw underarm and overarm at target. They can show some control when balancing and dribble a ball with a piece of equipment such as a tennis racket.	Children can work well in a group/team where they can communicate with others during the game. <u>Badminton:</u> Children can throw and catch a variety of objects. They should be using different types of throws e.g under arm and over arm. They should be able to hit a range of balls with a racket as well as shuttles. They should be able to apply the above skills whilst playing badminton where they demonstrate that they can use different shots. Such as serve and forehand. <u>Cricket:</u> Children should be able to use the above skills to play a competitive	<u>Futsal:</u> Children should be able to confidently and with coordination, control and fluency use ball skills in various ways, and link these together. e.g. dribbling, bouncing, kicking, passing Apply these skills to a competitive game of Futsal.	Children can confidently use ball skills with fluency, coordination and control in a competitive game. <u>Volleyball:</u> Children can use different shots, with accuracy, such as serve and forehand and volleying as well as backhand. They apply these skills to a competitive game of volleyball They can understand and apply attack and defence tactics.	Children can apply above skills to play a competitive game of rounder's where they can bowl with precision as well as strike a bouncing ball.

	Children can throw or roll a ball in a direction. Children can dribble a large ball using hands, feet and a tennis racket		They can begin to strike and object with their hands and feet as well as a large tennis racket.	game of cricket where they can strike and field confidently.			
	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge

Clayton CE Physical Education Knowledge Ladder (KS1 and KS2)

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance National Curriculum Statutory Programmes of Study	Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity	• Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea.		• Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching.		• Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).	
	Key learning	Key learning	Key Learning	Key learning	Key Learning	Key learning	Key Learning
	Can move to the sound of music.	Copy, explore and remember basic movements and body patterns. Link movements to sounds and music. Respond to a range of stimuli.	Copy and explore basic movements with clear control. Vary levels and speed in sequence and the size of body shapes. Add change of direction to a sequence. Use and negotiate space clearly. Work individually and as a group to sequence moves together.	Begin to improvise both independently and with a partner to create a simple dance. Translate ideas from stimuli into movement with support. Begin to compare and adapt movements and motifs to create a longer sequence. Use simple dance vocabulary to compare and improve work	Confidently improvise with a partner or independently. Begin to create longer dance sequences in a larger group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs. Demonstrate rhythm and spatial awareness. Modify parts of a sequence as a result of self-evaluation. Use simple dance vocabulary to compare and improve work.	Begin to exaggerate dance movements and motifs (using expression when moving). Demonstrate strong movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus. e.g. using various levels, ways of travelling and motifs. Begin to show a change of pace and timing in movements. Use the space provided effectively. Improvise with confidence, still demonstrating fluency across the sequence.	Exaggerate dance movements and motifs (using expression when moving). Perform with confidence, using a range of movement patterns. Demonstrate a strong imagination when creating own dance sequences and motifs. Demonstrate strong movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus. Begin to show a change of pace and timing in movements. Move accurately to the beat. Improvise with confidence, still demonstrating fluency across the sequence. Dance with fluency, linking all movements.

Clayton CE Physical Education Knowledge Ladder (KS1 and KS2)

	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
	Look Listen Copy Move Space Walk Jog Jump Ball Dribble	Handball Ball Throw Direction Distance Aim Catch Space Roll Pass Teamwork Backwards Forwards Run Cricket Bat Ball Speed Bounce Ball control Stop Balance Throw Catch Field Gate	Basketball Ball Control Balance Catch Throw Teamwork Warm up Space Score Hoop Bounce Pass Chest Pass Tennis Score Aim Position Rolling Sen Throw Bounce Ball Under arm throw Ready Receive	Badminton Racket Shuttle Control Concentration Area (Court lines) Direction Distance Teamwork Serve Grip Forehand Balance Follow through Power Aim Stance Cricket Technique Position Accuracy Throw Grip Power of shot Bowler Batter Under arm throw	Futsal Change of speed Change of direction Awareness Position Concentration Control Teamwork Attacking and defending Tackle Pressure Fitness Agility	Volleyball Ready position Dig Spike Underarm serve Aim and accuracy Communication Control Targets Technique Bump pass Teamwork Court position Tactics Netball Aim and accuracy Control Tactics Possession Shoot Body position Mark Opponent Passing Teamwork	Rounders Long barrier Technique Feilding Catching Accuracy Ball tracking Bowling Teamwork Shot selection Space Awareness Run Tactics Throw Backstop Umpire Tournament Experiment Communication Confidence
	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
	Children can move their bodies when they heard the sound of music	Children are able to copy, explore and remember basic movements and body patterns and link these movements to sounds and music.	Children will be able to perform basic movements with clear control. They will be able to perform a sequence of movements to sound/music with vary levels and speed, in a group and individually with spatial awareness.	Children will begin to improvise both independently and with a partner to create a simple dance where they can translate ideas from stimuli into movement with support. They can change their movements depending on the motif and perform longer sequences. They can explain their dance sequences using simple dance vocabulary.	With precision and control, perform longer dance sequences in a larger group/partner/independently in response to a stimuli. Children with begin to vary dynamics and develop actions and motifs where they demonstrate rhythm and spatial awareness. Can self-evaluate and use simple vocabulary to improve dance sequence.	Children begin to exaggerate strong dance movements and motifs (using expression when moving in a dance sequence with spatial awareness. They are able to combine flexibility, techniques and movements to create a fluent sequence where they can move appropriately with the required style in relation to the stimulus. They can confidently perform dance sequence and begin to show a change of pace and timing in movements.	Children confidently exaggerate strong dance movements and motifs (using expression when moving in a dance sequence. Where they move accurately to the beat. They can dance with fluency and combine flexibility and techniques. They begin to show a change of pace and timing in movements.
	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge

Clayton CE Physical Education Knowledge Ladder (KS1 and KS2)

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics National Curriculum Statutory Programmes of Study	Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity	• Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.		• Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands).		• Create complex and well-executed sequences that include a full range of movements including: • travelling, balances, swinging, springing, flight, vaults , inversions , rotations , bending, stretching and twisting ,gestures, linking skills. •Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright).	
	Key learning	Key learning	Key Learning	Key learning	Key Learning	Key Learning	Key Learning
	Children can balance on two feet Can balance on basic small equipment such as floor mats. Children can balance on two feet Can balance on basic small equipment such as floor mats. Children can begin to perform basic rolls. Can move across some apparatus using different movements.	Copy and explore basic movements with some control and coordination. Perform different body shapes including at last 2 rolls. Perform at different levels. Perform a 2 footed jump. Use equipment safely. Balance with some control. Link 2-3 simple movements	Explore and create different pathways and patterns. Use equipment in a variety of ways to create a sequence Link movements together to create a sequence. Can perform at least3 roll safely. Can perform at least two types of jumps with safe landings. Can perform Gymnastics movements on some basic apparatus.	Work independently and with others to create a sequence. Copy, explore and remember a variety of movements and use these to create their own sequence. Describe own work using simple gymnastics vocabulary. Begin to notice similarities and differences between sequences. Use turns whilst travelling in a variety of ways. Begin to show flexibility in movements. Begin to develop good technique when travelling, balancing, using equipment etc.	Link skills with control, technique, coordination and fluency. Understand composition by performing more complex sequences. Begin to use gymnastics vocabulary to describe how to improve and refine performances. Develop strength, technique and flexibility throughout performances. Create sequences using various body shapes and equipment. Combine equipment with movement to create sequences	Select and combine skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Use more complex gymnastics vocabulary to describe how to improve and refine performances. Develop strength, technique and flexibility throughout performances. Link skills with control, technique, coordination	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapt sequences to include a partner or a small group. Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Use more complex gymnastics vocabulary to describe how to improve and refine performances.

Clayton CE Physical Education Knowledge Ladder (KS1 and KS2)

							Develop strength, technique and flexibility throughout performances.
	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
	Dance Listen Copy Move Stop	Dance Space Safety Character Move Watch Copy Numbers Count Practice	Dance Beat Emotion Speed Character Expression Move Forwards Backwards Side steps Control Actions	Dance Unison Moving in time Beat Count Create Imagine Canon Performance Practice Review Teamwork	Dance Develop Character Routine Movement Imagination Practice Performance Fitness Teamwork Emotions	Dance Emotions Expression Evaluate Create Improve Independent learning Canon Performance Review Audience	Dance Confidence Collaboration Independent learning Formation Awareness Movement Pace Imagination Fluency
	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
	Children will be able to balance on two feet, on basic small equipment such as floor mats. Children will begin to perform basic rolls and move across some apparatus using different movements.	Children can copy and explore basic movements with some control and coordination and link 2-3 simple movements They can perform different body shapes (including at least 2 rolls) at different levels. Children will be able to perform a 2 footed jump and balance with some control.	Children are able to explore and create different pathways and patterns and link movements together to create a sequence They can perform at least 3 rolls safely and perform at least two types of jumps with safe landings. Can perform Gymnastics movements on some basic apparatus and use equipment in a variety of ways to create a sequence	Children will be able to copy, explore and remember a variety of movements and use these to create their own sequence in groups or independently. They will begin to show flexibility in movements and develop good technique when travelling, balancing, using equipment etc. Children will be able to describe own work using simple gymnastics vocabulary and begin to notice similarities and differences between sequences.	Children will be able to link skills with control, technique, coordination and fluency as well as understand composition by performing more complex sequences. They will be able to improve and refine performances using gymnastics vocabulary. They will develop strength, technique and flexibility throughout performances and create sequences using various body shapes and equipment.	Children can select, apply and combine skills, techniques and ideas accurately and appropriately, consistently showing precision, control and fluency. They can analyse and comment on skills and techniques of others using more complex gymnastics vocabulary to describe how to improve and refine performances. Children can develop strength, technique and flexibility throughout performances and link skills with control, technique, coordination	Children can plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. They can perform difficult actions, with an emphasis on extension, clear body shape and changes in direction, in a group or individually. They can develop strength, technique and flexibility throughout performances. They can use apparatus, floor or mats to develop sequences Showing consistency, fluency and clarity of movement. Children can analyse and comment on skills and techniques and how these are applied in their own and others' work using more complex gymnastics
	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge

Clayton CE Physical Education Knowledge Ladder (KS1 and KS2)

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics National Curriculum Statutory Programmes of Study	Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity	• Athletic activities are combined with games in Years 1 and 2.		• Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances.		• Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.	
	Key learning	Key learning	Key Learning	Key learning	Key Learning	Key Learning	Key Learning
	Children can move over and around small objects. Children can move using a balance bike with control. Children can pick up and drop an object with control. Can move freely within a specific area with control using movements such as running, jumping, walking and hopping. Children can move through, over and around obstacles using different speeds.	Can run at different speeds. Can jump from a standing position. Can run at different speeds and change direction Can sequence movements together such as running and jumping. Can use a range of movements to avoid, go over or around obstacles such as small hurdles, ladders and hoops.	Can run at different speeds. Can jump from a standing position. Can run at different speeds and change direction Can sequence movements together such as running and jumping. Can use a range of movements to avoid, go over or around obstacles such as small hurdles, ladders and hoops.	Begin to run at speeds appropriate for the distance. Can perform a running jump with some accuracy. Perform a variety of throws using a selection of equipment. Can use equipment safely and with good control.	Begin to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump). Demonstrate accuracy in throwing and catching activities. Describe good athletic performance using correct vocabulary. Can use equipment safely and with good control	Begin to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Begin to record peer's performances, and evaluate these. Demonstrate accuracy and confidence in throwing and catching activities. Describe good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Begin to build a variety of running techniques and use with confidence. Understand the tactics of long distance running and sprinting. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Can consistently perform the triple jump technique. Begin to record peer's performances, and evaluate these. Demonstrate accuracy and confidence in throwing and catching activities. Describe good athletic performance using correct vocabulary. Can use equipment safely and with good control.

Clayton CE Physical Education Knowledge Ladder (KS1 and KS2)

	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
	Run Roll Throw Look	Running Forwards Roll Throw Balance	Running Moving Balance Teamwork Throw Aim Speed Jump Land safely	Teamwork Compare Improve Sprint Direction Technique Jump Land safely Aim Distance Pull throw Relay	Run Race Pace Distance Technique Speed Long distance Step hop triple jump Balance Javelin Pull throw Target Baton	Timer Sprinting Measure Distance Direction Control Run up Take off Dice Baton Exchange Relay Teamwork Hurdles Communication	Sprint Control Rhythm Run up Pull Power Discus Javelin Aiming Distance Direction Fling Landing Technique Competition Olympics Communication Exchange Baton Relay
	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
	Children have control over picking u and dropping an object. They can with control using movements such as running, jumping, walking and hopping.	Children can travel at different speeds and change directions Children can sequence movements together such as running and jumping. They can use a range of movements to avoid, go over or around obstacles such as small hurdles, ladders and hoops.	Confidently complete the skills below: Children can travel at different speeds and change directions Children can sequence movements together such as running and jumping. They can use a range of movements to avoid, go over or around obstacles such as small hurdles, ladders and hoops.	Children will be able to begin to run at speeds appropriate for the distance. They can perform a running jump with some accuracy. They perform a variety of throws using a selection of equipment safely with control	They can confidently begin to build a variety of running techniques They can perform a running jump with more than one component. e.g. hop skip jump (triple jump). Children can accurately throw and catch during activities. They can describe good athletic performance using correct vocabulary. Children can use equipment safely and with good control	They can confidently begin to build a variety of running techniques They can perform a running jump with more than one component. e.g. hop skip jump (triple jump). Children can accurately throw and catch during activities. They can evaluate good athletic performance using correct vocabulary. Children can use equipment safely and with good control	They can confidently begin to build a variety of running techniques They can perform a running jump with more than one component. e.g. hop skip jump (triple jump). They can consistently perform the triple jump technique. Children can accurately throw and catch during activities. They can describe good athletic performance using correct vocabulary. Children can use equipment safely and with good control
	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge

Clayton CE Physical Education Knowledge Ladder (KS1 and KS2)

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outdoor and adventurous activities National Curriculum Statutory Programmes of Study	Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity	- • Not applicable.		• Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary.		• Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first.	
	Key learning	Key learning	Key Learning	Key learning	Key Learning	Key learning	Key Learning
	children can collect their outdoor clothing Children can put outdoor clothing on with assistance. Children can identify what they need to put on when working outside.	• Not applicable.	• Not applicable.	Listen to instructions from a partner/ adult. Begin to think activities through and problem solve. Discuss and work with others in a group. Demonstrate an understanding of how to stay safe.	Develop strong listening skills. Use simple maps. Begin to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrate an understanding of how to stay safe.	Develop strong listening skills. Use and interpret simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrate an understanding of how to stay safe	Develop strong listening skills. Use and interpret simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrate an understanding of how to stay safe.
	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
				Teamwork Communication Cooperation Orientate Navigate Map	Teamwork Time Communication Planning Problem solving Map Tactics	Teamwork Communication Cooperation Orientate Navigate Setting Map	Teamwork Communication Cooperation Orientate Navigate Setting Map Compass
	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes

Clayton CE Physical Education Knowledge Ladder (KS1 and KS2)

	Select outdoor clothing for outdoor play			Solve problems and work with others ensuring they listen to instructions as well demonstrate good understand of staying safe	Solve problems using appropriate strategies as well as listening to others in a group. Know how to read a simple map and navigate. Know how to stay safe.	Solve problems using appropriate strategies as well as listening to others in a group. Know how to read and interpret a simple map and navigate . Know how to stay safe.	Solve problems using appropriate strategies as well as listening to others in a group. Know how to read a simple map and navigate. Know how to stay safe.
	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Swimming and water safety National Curriculum Statutory Programmes of Study		-				n particular, pupils should be taught to: • 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	
	Key learning	Key learning	Key Learning	Key learning	Key Learning	Key learning	Key Learning
						• Swim unaided up to 25 metres. • Use one basic stroke, breathing correctly. • Control leg movements. • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. • Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length.	
	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
						Children are confident swimmers, performing different strokes and swimming unaided 25 metres. They can perform safe self-rescue in different water-based situations	

Clayton CE Physical Education Knowledge Ladder (KS1 and KS2)

	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge
						Swim Length Brest stroke Front crawl Back crawl Safety	

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Education National Curriculum Statutory Programmes of Study	Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.	All pupils lead healthy, active lives		All pupils lead healthy, active lives		All pupils lead healthy, active lives	
	Key learning	Key learning	Key Learning	Key learning	Key Learning	Key learning	Key Learning
	Children can independently get ready for PE. Children can begin to identify what happens to their bodies in PE. Children can give basic comments on their PE lesson and identify what they enjoyed.	Can get changed independently for PE. Can identify simple changes that happen in PE such as body temperature and tiredness. Can comment on own and others performance. Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback	Can comment on own and others performance. Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback. Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle	Watch and describe performances accurately. Begin to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understand the need to warm up and cool down.	Watch and describe performances accurately. Begin to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences. Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understand the need to warm up and cool down.	Watch and describe performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performance. Make suggestions on how to improve their work, commenting on similarities and differences. Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understand the need to warm up and cool down.	Watch and describe performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performance. Make suggestions on how to improve their work, commenting on similarities and differences. Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understand the need to warm up and cool down. Begin to understand how to develop body parts and how that can affect our performance.
	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
	Breathing Fast	Breathing Hot/warm	Breathing Hot/warm Cool	Breathing Hot/warm Cool Tired Heart rate	Breathing Hot/warm Cool Tired Oxygen Heart rate	Breathing Hot/warm Cool Tired Oxygen Heart rate Blood pumping Healthy Muscles- calves	Breathing Hot/warm Cool Tired Oxygen Heart rate Blood pumping Healthy Fit Muscles- calves, glutes, biceps
	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
	Independently get ready for PE Children notice how their bodies	Can independently change for PE Able to identify simple changes to the bodies temperature when exercising.	Knows about healthy lifestyle Is able to describe that the body temperature rises when exercising.	Knows about healthy lifestyle Is able to describe that the body temperature rises when warming up and goes down when we cool down.	Knows about healthy lifestyle and the importance Is able to describe that the body temperature rises when warming up	Knows about healthy lifestyle and the importance Confidently able to describe that the body temperature and how the	Knows about healthy lifestyle and the importance Confidently able to describe that the body temperature and how the

	warm up whilst running			Begin to identify muscles used during stretches	and goes down when we cool down- link to heart beat/blood Able to identify muscles used during stretches	heart is working during warm up and cool down. Confidently able to identify muscles used during stretches	heart is working during warm up and cool down. Confidently able to identify muscles used during stretches
	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge