



**Skills Map for Physical Health & Wellbeing**

**Physical Education**  
Living Life in All its Fullness

Early Years

<b>Physical Skills</b>	<b>Thinking Skills</b>
<ul style="list-style-type: none"> <li>To dress and undress themselves.</li> <li>To demonstrate spatial awareness.</li> <li>To control their fundamental movement skills (e.g. stopping and starting on command, walking and running safely).</li> <li>To develop fundamental movement skills (including running, jumping, throwing).</li> <li>To identify a target and use effective throwing techniques.</li> <li>To move creatively using whole body (e.g. dancing, posing, balancing).</li> <li>To develop basic strength and flexibility.</li> <li>To copy and perform basic movements.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to, understand and follow some basic rules.</li> <li>To show good awareness of personal space.</li> <li>To watch and comment on what they have seen.</li> </ul>
<b>Greater Depth</b>	<b>Greater Depth</b>
<ul style="list-style-type: none"> <li>To tie shoelaces and fasten buttons.</li> <li>To perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required.</li> </ul>	<ul style="list-style-type: none"> <li>To use equipment safely and effectively.</li> <li>To comment and reflect on their own skills and those of others.</li> <li>To apply skills in a variety of situations.</li> </ul>
<b>Personal Skills</b>	<b>Health Skills</b>
<ul style="list-style-type: none"> <li>To develop confidence and resilience.</li> <li>To describe the differences in the way their body works and feels when playing different games.</li> <li>To compete fairly showing good sportsmanship.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the impact of physical activity on their bodies.</li> <li>To differentiate between healthy and unhealthy foods.</li> </ul>
<b>Greater Depth</b>	<b>Greater Depth</b>
<ul style="list-style-type: none"> <li>To know that physical exercise is good for them and describe what it feels like.</li> </ul>	<ul style="list-style-type: none"> <li>To explain the impact that healthy or unhealthy foods will have on their bodies.</li> </ul>



Compassion, Hope, Reverence, Wisdom

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Year 1

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



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#### Year 2

##### Physical Skills

- To develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching).
- To show good awareness of space and the actions of others.
- To compete in small sided games fairly showing good sportsmanship.
- To develop basic strength and flexibility.
- To run with a good technique at different speeds.
- To perform a two footed jump.
- To show a good throwing technique and extend accuracy and distance.
- To perform basic gymnastic actions with control and coordination.

##### Thinking Skills

- To show awareness of space and the actions of others during games.
- To use a variety of simple tactics in a small sided game.
- To describe some basic rules.
- To begin to watch others and focus on specific actions to improve own skills.
- To handle apparatus safely and recognise risks involved.

##### Greater Depth

- To repeat a sequence of gymnastic actions incorporating smooth transitions and stillness.
- To know the difference tension and relaxation in their body.

##### Greater Depth

- To use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it.

##### Personal Skills

- To work and compete individually and with others.
- To develop competence.
- To develop confidence.
- To know playing games is good for them and describe what it feels like.
- To know running, jumping and throwing is good for them and describe what it feels like.
- To compete fairly, showing good sportsmanship.

##### Health Skills

- To identify physical activities that contribute to fitness
- To recognise the 'good health balance' of nutrition and physical activity.

##### Greater Depth

- To know flexibility, strength and body control is good for them and describe what it feels like.



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**Year 3**

<b>Physical Skills</b>	<b>Thinking Skills</b>
<ul style="list-style-type: none"> <li>To master fundamental movement skills with a good level of consistency (including running, jumping, throwing and catching).</li> <li>To throw and catch with control when under limited pressure to keep possession and score goals.</li> <li>To show awareness of opponents and team mates during games.</li> <li>To select running speed for appropriate activity.</li> <li>To make up and repeat a short sequence of linked jumps.</li> <li>To adapt a gymnastic sequence to include different levels, speeds or directions.</li> <li>To use more detailed plans and diagrams that take them from familiar to less familiar areas.</li> <li>To develop gymnastic techniques and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>To show good awareness of space and the actions of others.</li> <li>To use simple rules fairly and extend them to devise their games.</li> <li>To recognise good performances in themselves and others and use what they have learned improve their own work.</li> <li>To take part in relay activities remembering when to run and what to do.</li> </ul>
<b>Greater Depth</b>	<b>Greater Depth</b>
<ul style="list-style-type: none"> <li>To throw a variety of objects, changing their action for accuracy and distance.</li> <li>To perform combinations of gymnastics actions using floor, mats and apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>To use ideas they have learned in one task and apply them in another.</li> <li>To choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games.</li> </ul>
<b>Personal Skills</b>	<b>Health Skills</b>
<ul style="list-style-type: none"> <li>To begin to understand the importance of warming up.</li> <li>To identify that playing extended games improves their stamina.</li> <li>To compete fairly showing good sportsmanship individually and with others.</li> <li>To develop competence and confidence.</li> <li>To recognise when their body is warmer or cooler and when their heart beats faster and slower.</li> <li>To get changed to and from P.E. kit independently in 3 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise that strength and suppleness are important parts of fitness.</li> <li>To develop calming techniques and self-regulate emotions with an adult.</li> </ul>
<b>Greater Depth</b>	<b>Greater Depth</b>
<ul style="list-style-type: none"> <li>To know and describe the effects of different exercise activities on the body and how to improve stamina.</li> </ul>	<ul style="list-style-type: none"> <li>To describe the concept of fitness and provides examples of physical activity to enhance fitness.</li> <li>To identify foods that are beneficial for before and after physical activity.</li> </ul>



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Year 4

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



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## Skills Map for Physical Health & Wellbeing

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Year 5

### Physical Skills

- To use a large range of sending, receiving and travelling techniques in games, with varied control.
- To demonstrate a range of throwing actions using modified equipment with some accuracy and control.
- To understand and demonstrate the differences between sprinting and distance running.
- To show control in take off activities.
- To work cooperatively to put strategies and solutions into action.
- To develop and refine orienteering and problem-solving skills when working in groups and on their own.
- To perform dances using a range of movement patterns.
- To perform combinations of gymnastic actions with different levels, speeds and directions.

### Greater Depth

- To develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control.
- To perform actions, shapes and balances with good body tension and extension.

### Personal Skills

- To work and compete individually and with others.
- To develop confidence and competence.
- To compete in small sided games fairly showing good sportsmanship.
- To recognise when their body is warmer or cooler and when their heart beats faster or slower.
- To recognise that strength and suppleness are important parts of fitness.
- To get changed to and from P.E. kit independently in 3 minutes

### Greater Depth

- To lead activities and teach to other children.

### Thinking Skills

- To know and apply the basic strategic and tactical principles of some games and adapt them to different situations.
- To show good awareness of space and the action of others.
- To appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.
- To identify good performances and suggest ideas for practices that will improve their play.
- To work in cooperative groups to use different techniques, speeds and effort to meet challenges.
- To predict how different activities will affect heart rate, temperature and performance.
- To evaluate a sequence and suggest improvements to speed, direction and level, applying some basic criteria.

### Greater Depth

- To devise (with help) warm up and cool down activities and justify their choices.
- To know and apply the strategic and tactical principles of various games and adapt them to different situations.

### Health Skills

- To understand fully why exercise is good for fitness, health and wellbeing.
- To develop calming techniques and self-regulate emotions.

### Greater Depth

- To design a fitness plan to address ways to use physical activity to enhance fitness.
- To analyse the impact of food choices relative to physical activity, youth sports & personal health.



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## Skills Map for Physical Health & Wellbeing

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Year 6

<b>Physical Skills</b>	<b>Thinking Skills</b>
<ul style="list-style-type: none"> <li>To use a large range of sending, receiving and travelling techniques in games, with varied control.</li> <li>To perform skills with greater speed, fluency and accuracy in invasion, striking and net games.</li> <li>To choose appropriate techniques for specific events.</li> <li>To choose the best pace for a running event, in order to sustain running and improve their personal target.</li> <li>To show control and power in take off and landing activities.</li> <li>To show accuracy and good technique when throwing for distance.</li> <li>To find appropriate solution to problems and challenges.</li> <li>To perform dances using a range of movement patterns.</li> <li>To work with a partner or small group to practise and refine a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>To understand, choose and apply a range of tactics and strategies for defence and attack.</li> <li>To devise (with help) warm up and cool down activities and justify their choices.</li> <li>To appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.</li> <li>To develop their ability to evaluate their own and others' work, and to suggest ways to improve it using appropriate terminology.</li> </ul>
<b>Greater Depth</b>	<b>Greater Depth</b>
<ul style="list-style-type: none"> <li>To 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.</li> <li>To combine and perform actions, shapes and balances with fluency increasingly difficult combinations.</li> </ul>	<ul style="list-style-type: none"> <li>To organise and judge events and challenges well.</li> <li>To know and apply strategic and tactical principles of a various games and adapt them to different situations.</li> </ul>
<b>Personal Skills</b>	<b>Health Skills</b>
<ul style="list-style-type: none"> <li>To work and compete individually and with others.</li> <li>To develop confidence and competence.</li> <li>To compete in small sided games fairly showing good sportsmanship.</li> <li>To compete in a range of team events</li> <li>To get changed to and from P.E. kit independently in 2 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>To understand fully why exercise is good for fitness, health and wellbeing.</li> <li>To identify activities that help develop stamina or power and suggest how some can be used in other types of activities.</li> </ul>
<b>Greater Depth</b>	<b>Greater Depth</b>
<ul style="list-style-type: none"> <li>To know the importance and types of fitness and how playing games contributes to a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>To design a fitness plan to address ways to use physical activity to enhance fitness.</li> <li>To analyse the impact of food choices relative to physical activity, youth sports &amp; personal health.</li> </ul>