



| KS1 | | Key Stage 2 | | | | |
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| PedPass Core Tasks (carried out at the beginning and end of each unit). | Autumn | Fundamental skills | | | Gymnastics Invasion Games | |
| | Spring | Gymnastics Invasion Games | | | Dance Striking and Feilding | |
| | Summer | Dance Athletics | | | Athletics Netwall | |
| Unit of learning | | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Acquiring and developing skills. | Pupil's copy, repeat and explore simple skills and actions with basic control and co-ordination. | Pupils explore simple skills. Copy, remember, repeat and explore simple actions with control and coordination | Pupils consolidate existing skills applying them with greater control and co-ordination and gain new ones. | Pupils select and use skills, actions and ideas appropriately, applying them with greater control and co-ordination | Pupils link skills, techniques and ideas and apply them accurately and appropriately. | Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately showing precision, control and fluency. |
| Selecting and applying skills, tactics and compositional ideas. | Pupils start to link skills and actions in ways that suit the activities. | Pupils vary skills, actions and ideas and link these in ways that suit set activities. They begin to show some understanding of simple tactics and | With encouragement pupils select and use skills and ideas appropriately beginning to apply them with control and co-ordination. They understand and apply a wider | Pupils select and use skills, actions and ideas appropriately applying them with control and coordination. They show understanding of tactics and | Pupils performance shows precision, control and fluency and that they understand tactics and composition. | When performing pupils draw on what they know about strategy, tactics and composition |



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| | | basic compositional ideas | range of tactics and compositional ideas in play. | composition by starting to vary how they respond. | | |
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| Knowledge and understanding of fitness and health. | Pupils describe and comment on their own and others' actions. | Pupils talk about differences between their own and others performances and suggest improvements. | Pupils can talk about similarities and differences to and from the work of others. As a group they can use this to improve their performances. | Pupils can see how their work is similar and different to and from the work of others. They use this to improve their own work. | Pupils compare and comment on skills, techniques and ideas used in own and others' work and use this understanding to improve their performance. | Pupils analyse and comment on skills techniques and ideas and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance. |
| Evaluating and improving performance. | Pupils talk about how to exercise safely and how their bodies feel during activities. | Pupils understand how to exercise safely and describe how their bodies feel during various activities. | Pupils begin to understand why they warm up and why physical activity is important for good health. | Pupils give reasons why they warm up before exercise and why physical activity is good for their health. | Pupils explain and apply basic safety principles in preparing for exercise. They describe the effects exercise has on their own bodies and how it is valuable to their own health and fitness. | Pupils explain how their body reacts during different types of exercise. They warm up and cool down in ways that suit the activity. They explain why regular safe exercise is good for their fitness and health |