CHERBOURG PRIMARY SCHOOL

PE

Knowledge and Skills Year R to Year 6

Physical Education at Cherbourg Primary School is an ambitious, inclusive and active subject taught from the Early Years Foundation Stage to the end of Key Stage 2. It enables all children, including those from disadvantaged backgrounds, to develop the knowledge, skills and confidence needed to lead healthy, active lives while inspiring enjoyment, resilience, teamwork and lifelong participation in physical activity.

The curriculum is carefully sequenced to ensure progression in fundamental movement skills, physical competence, teamwork, tactical understanding and healthy participation. From EYFS onwards, children develop gross motor skills, coordination, balance and spatial awareness through active play and movement exploration.

In Key Stage 1, children build secure foundations in agility, balance and coordination through a broad range of activities. They develop fundamental skills such as running, jumping, throwing, catching and striking, while learning to work cooperatively and competitively with fairness and respect.

In Key Stage 2, children refine and apply a broader range of physical skills with increasing control, fluency and accuracy. Through games, gymnastics, dance, athletics, outdoor and adventurous activities and swimming, children develop resilience, communication, leadership and tactical understanding while learning to evaluate and improve performance.

Through the School Games Organisers (SGO) programme, children learn and develop the fundamental movement, sports-specific and teamwork skills needed to participate successfully in School Games events and competitions. The school provides a range of sporting opportunities at lunchtime and after school. Activities are led by the school sports coach and external providers, including local football clubs.

Across all year groups, children develop an understanding of healthy lifestyles, fitness and the importance of sustained physical activity. Opportunities to compete and collaborate help children build confidence, character and sportsmanship. The curriculum builds ambition, raises aspirations, develops enjoyment and equips all children with the physical literacy and personal qualities needed to thrive in education and beyond. Our PE curriculum supports children' mental health and wellbeing by promoting physical activity, resilience, confidence and teamwork. Through participation in a range of sports and activities, children learn to manage challenges, celebrate success, develop positive relationships and build self-esteem. PE also provides opportunities for children to be active, reduce stress and improve their overall emotional wellbeing, helping them to develop healthy habits for life

Hannah Haughton (PE Leader), July 2026

OUR PE LESSON

We learn, practice and have fun!

1 WARM UP

We get our bodies ready, increase our heart rate and move safely.



2 TEACH NEW SKILL

We learn a new skill and understand how to do it.



3 PRACTICE

We practice the skill so we can get better and more confident.



4 PUT IT IN A GAME

We use our skill in a game or activity and make good decisions.



5 COOL DOWN

We slow down, stretch and let our bodies recover.



6 REFLECT

We think about what we did well and how we can improve next time.



Year R			
EYFS framework	**Autumn**	**Spring**	**Summer**
Physical Development: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	I can move safely when I am indoors and outdoors. I can stop, start and change direction when moving. I can move around simple obstacles. I can show awareness of other children when I move. I can climb, crawl and balance with support. I can use large movements to help build my strength. I can run with growing confidence. I can jump with two feet together. I can begin to hop and balance. I can move to music and join in with dances.	I can move safely around spaces and equipment independently. I can change speed and direction to avoid bumping into others. I can follow instructions such as stop, start and go. I can balance for longer periods of time. I can combine movements such as running and jumping. I can climb and travel with more control and coordination. I can throw, catch and kick with improving accuracy. I can hop several times on one foot. I can begin to skip. I can move rhythmically and confidently to music.	I can move safely and confidently around spaces and obstacles. I can show awareness of others when playing games and moving quickly. I can balance, coordinate and control my body during activities. I can use equipment safely and confidently. I can run, jump, hop, skip and climb with control. I can move with strength, balance and coordination. I can create my own movement sequences. I can dance and move expressively to music. I can take part enthusiastically in energetic play and physical challenges.

KS1 Athletics		
National Curriculum	**Year 1**	**Year 2**
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.	I can demonstrate different jumps I can run at different speeds I can demonstrate a range of different throwing techniques I can run for continuously for 200m I can suggest ways to improve their own and others I can cooperate with others	I can demonstrate different jumps I can run at different speeds I can demonstrate a range of different throwing techniques I can run for continuously for 300m I can suggest ways to improve their own and others I can cooperate with others in a team

KS2 Athletics				
National Curriculum	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	I can execute different jumps with good technique I can land after jumping with control and balance I can show the difference between jogging/running/sprinting I can throw with good technique and appropriately for variety of distance I can run for continuously for 400m I can use ways to improve their own and others I can cooperate with others in a team	I can execute jumping for distance with good technique I can land after jumping with control and balance I can show the difference between jogging/running/sprinting I can throw with good technique and appropriately for variety of distance I can run for continuously for 500km I can use ways to improve their own and others I can cooperate with others in a team	I can execute jumping for distance with good technique I can land after jumping with control and balance consistently I can show the difference between jogging/running/sprinting I can throw with good technique and appropriately for variety of distance I can run for continuously for 1km I can use ways to improve their own and others I can cooperate with others in a team	I can execute jumping for distance with good technique I can land after jumping with control and balance consistently I can execute sprinting with good technique consistently I can throw with good technique and appropriately for variety of distance I can run for continuously for 1.5km I can use ways to improve their own and others I can cooperate with others in a team

KS1 Gymnastics		
National Curriculum	**Year 1**	**Year 2**
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.	I can show control and coordination with basic gymnastic actions Link and repeat actions with help I can understand how to use space and apparatus safely I can use and understand words; rolling, travelling, balancing and climbing I can perform sequences with clear beginning, middle and end I can cooperate with others	I can show control and fluency with gymnastic actions I can perform more gymnastics skills I can understand how to use space and apparatus safely I can use and understand words; rolling, travelling, balancing and climbing I can perform sequences with clear beginning, middle and end I can cooperate with others

KS2 Gymnastics				
National Curriculum	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team.	I can perform longer sequences; show control, consistency and accuracy of movement I can include changes in level, direction and speed in my sequences I can adapt short sequences so that a partner or small group can perform them I can identify similarities and differences between performances I can perform sequences with clear beginning, middle and end I can cooperate with others in a group	I can perform actions, balances, body shapes and agilities with control I can perform longer, more complex sequences, including more difficult gymnastic agilities and imaginative combinations of actions I can adapt short sequences so that a partner or small group can perform them I can take the lead when working in a small group; adapt actions to include group members I can suggest a number of ways that a sequence could be improved, and choose one of these as a focus for improvement	I can make up longer, more complex sequences, including contrasting actions, shapes, balances and dynamics I can perform longer, more complex sequences, including more difficult gymnastic agilities, levels, speed and imaginative combinations of actions I can show clear individual movements; transfer smoothly from one movement to another I can take the lead when working in a small group; adapt actions to include group members I can suggest a number of ways that a sequence could be improved, and choose one of these as	I can develop their own solutions to a task by choosing and applying a range of compositional principles I can perform longer, more complex sequences, including more difficult gymnastic agilities, levels, speed and imaginative combinations of actions I can combine and perform gymnastic actions, shapes and balances; show clarity, fluency, accuracy and consistency in their movements I can, in small groups, prepare a sequence independently to be performed to an audience I can suggest a number of ways that a sequence

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			a focus for improvement I can use appropriate language and terminology to describe, interpret and evaluate their own and others work	could be improved, and choose one of these as a focus for improvement I can use appropriate language and terminology to describe, interpret and evaluate their own and others work

KS1 Dance		
National Curriculum	**Year 1**	**Year 2**
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.	I can copy and export basic body actions I can show control and coordination I can use simple dance vocabulary I can create their own phases with clear beginning, middle and end I can practise, repeat and perform in a controlled way I can can cooperate with others	I can start to perform with actions, dynamics, directions and levels I can show control and coordination I can can respond to the mood of the music I can create their own phases with clear beginning, middle and end I can practise, repeat and perform in a controlled way I can can cooperate with others in a group

KS2 Dance				
National Curriculum	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	I can explore ideas, moods and feelings. I can experiment with actions, dynamics, directions and levels I can can recall and repeat a short phase I can can link actions to make dance phrases I can create their own phases with clear beginning, middle and end I can can perform a short dance with expression and describe what	I can explore ideas, moods and feelings. I can experiment with actions, dynamics, directions and levels I can show imagination when responding to different stimuli I can can link actions to make dance phrases I can choose/develop material to create a dance I can can perform a short dance with expression and	I can show awareness of the music and imagination when responding to stimuli I can understand the patterns and forms in a specific dance style I can choose/develop material to create a dance I can use appropriate language and terminology to describe, interpret and evaluate their own and others work I can can perform a dance with	I can show awareness of the music's rhythm and phrasing when improving I can express ideas that express comic, dramatic or abstract ideas I can create and perform dances taking into account a range of movements, motifs, groups relationships and available space I can use appropriate dance terminology to describe, analyse, interpret and evaluate

	makes a good dance I can can cooperate with others in a group	describe what makes a good dance I can understand the patterns and forms in a specific dance style	expression and describe what makes a good dance I can understand the patterns and forms in a specific dance style	I can apply knowledge after evaluation to improve their work

KS1 Net and Wall Games (Tennis/Badminton)		
National Curriculum	**Year 1**	**Year 2**
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.	I can show good technique to catch a ball I can demonstrate balance, coordination and agility when playing I can perform a forehand hit I can perform a backhand hit I can send/return with accuracy I can cooperate with others	I can demonstrate balance, coordination and agility when playing I can perform a forehand hit I can perform a backhand hit I can send/return with accuracy I can show tactical understanding in a game I can cooperate with others in a team

KS2 Net and Wall Games (Tennis/Badminton)				
National Curriculum	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	I can move to adjust when returning the ball I can perform a forehand hit I can perform a backhand hit I can send/return with accuracy and control I can perform rallies with a partner I can show tactical understanding in a game I can cooperate with others in a team	I can move to adjust when returning the ball I can perform a forehand hit accurately Can perform a backhand hit accurately Can perform rallies with a partner Can show tactical understanding in a game Can cooperate with others in a team	I can move to adjust when returning the ball I can perform a forehand hit accurately with power I can perform a backhand hit accurately with power I can perform rallies with a partner I can play a shot to win a point in a game I can show tactical understanding in a game I can cooperate with others in a team	I can move to adjust when returning the ball I can perform a forehand hit accurately with power I can perform a backhand hit accurately with power I can perform rallies with a partner I can play a shot to win a point in a game I can show tactical understanding in a game I can cooperate with others in a team

KS1 Invasion Games (Basketball/Tchoukball/Tag Rugby/Dodgeball/Hockey/Netball)		
National Curriculum	**Year 1**	**Year 2**
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.	I can show control and accuracy when sending a ball I can understand and follow the rules when playing a game I can travel with a ball with control I can find space to receive the ball I can talk about differences between own and others performances and suggest improvements I can cooperate with others	I can show control and accuracy when sending a ball I can show tactical understanding in a game I can travel with a ball with control I can find space to receive the ball I can catch a ball with good technique I can cooperate with others in a team

KS2 Invasion Games (Basketball/Tchoukball/Tag Rugby/Dodgeball/Hockey/Netball)				
National Curriculum	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	I can show control and accuracy when passing a ball I can show control and accuracy when shooting I can show tactical understanding in a game I can dribble with a ball with control and speed I can find space to receive the ball I can catch a ball with good technique I can cooperate with others in a team	I can show control and accuracy when passing a ball I can show control and accuracy when shooting I can show tactical understanding in a game in attacking and defending I can dribble with a ball with control and speed, to beat an opponent I can find space to receive the ball I can tackle safely and successfully I can catch a ball consistently I can cooperate with others in a team	I can show control and accuracy when passing/shooting a ball I can make good decision making in a game I can show tactical understanding in a game in attacking and defending I can dribble with a ball with control and speed, to beat an opponent I can create space to receive the ball I can tackle safely and successfully I can catch a ball consistently and when under pressure I can be a leader in a	I can consistently control and accuracy when passing/shooting a ball I can consistently make good, quick decision making in a game I can show tactical understanding in a game in attacking and defending I can dribble with a ball with control and speed, to beat an opponent I can create space to receive the ball I can tackle safely and successfully I can catch a ball consistently and

			team	when under pressure I can be a leader in a team

KS1 Striking and Fielding (Cricket/Rounders)		
National Curriculum	**Year 1**	**Year 2**
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.	I can perform rolling, underarm and throwing skills I can strike a stationary ball I can strike a moving ball I can send a ball accurately towards a target I can understand and follow rules of a games I can cooperate with others	I can perform rolling, underarm and throwing skills I can catch a ball with good technique I can strike a moving ball I can send a ball accurately towards a target Show tactical understanding in a game I can cooperate with others

KS2 Striking and Fielding (Cricket/Rounders)				
National Curriculum	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	I can perform overarm bowling technique I can catch a ball consistently I can strike a moving ball I can send a ball accurately towards a target I can show tactical understanding in a game I can cooperate with others in a team	I can perform overarm bowling technique consistently I can catch a ball consistently I can strike a moving ball I can throw a ball accurately towards a target I can catch a ball consistently I can show tactical understanding in a game I can cooperate with others in a team	I can perform overarm bowling technique consistently I can catch a ball consistently I can strike a moving ball tactically and consistently I can throw a ball accurately towards a target consistently I can catch a ball consistently I can show tactical understanding in a game I can cooperate with others in a team	I can perform overarm bowling technique consistently I can catch a ball consistently I can strike a moving ball tactically and consistently I can throw a ball accurately towards a target consistently I can catch a ball consistently I can show tactical understanding in a game I can cooperate with others in a team

KS2 Swimming			
National Curriculum	**Year 3**	**Year 4**	**Year 5**
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.	I can enter and exit the water safely I can move from horizontal position to standing on front and/or back I can travel 5m on my front and back I can float on my back I can signal for help	I can jump in and fully submerge I can push and glide on my front and back I can travel 10m on my front and back I can perform minimum 3 different floating shapes I can perform shout and signal rescue	Jump into the water, submerge, surface and swim back to the point of entry (at least full reach depth) Perform head+feet first sculling I can kick 10m of all 4 strokes I can swim 10m wearing clothes I can swim 25m