



Physical Education Skills Grid

	Physical	Skills & Technique	Tactical	Social	Health
Purpose	Ambitious, capable learners. Healthy, confident individuals.				
What Matters Statement	Developing physical health has lifelong benefits				
Reception	Develop physical literacy. This includes throwing, catching, running, jumping and crawling.	Move in different ways using gross motor movements and fine motor movements.	Make simple decisions in fun games/activities.	Developing the ability to play cooperatively with others.	Benefits of being active linking exercise and wellbeing.
Year 1					
Year 2					
Year 3	Use and improve basic movement skills such as running, jumping and skipping.	Use fine and gross motor skills individually, in pairs and in small groups such as throwing and catching.	Follow simple rules to play games, including team games. Pupils must listen to instructions then apply them in different activities.	Develop confidence, motivation and resilience in different physical challenges. Respond to instructions and prompts in different activities.	Understand the link between exercise, diet and wellbeing.
Year 4					
Year 5	Develop the skills to perform controlled movements across a wide range of sports/activities.	Demonstrate sporting movements in isolated practices and modified games.	Make simple decision in a range of activities. Explore space creatively in response to a variety of stimuli. For example, when creating gymnastic/dance routines.	Motivate myself to engage confidently in regular physical activity and sport, and be aware of my own progress.	Understand the factors that affect physical health and well-being including health-promoting behaviours that encourage them both to care for and respect themselves and others.
Year 6	This includes: manage body weight, hand eye coordination and spatial awareness.				
Year 7	Take part in physical activity: Increase HR intensity to perform in a range of health and fitness sessions.	Develop, recall and apply a breadth of skills and techniques with control through paired and group work.	Make decisions in small sided activities/sports. For example, selecting and applying the right pass in modified games.	Self and Peer feedback: Identify strengths and weaknesses of their own and others' performance when doing individual or team sports. Sportsmanship. Value and respect one another in all aspects of physical education. For example, giving positive feedback to peers as players, coaches and officials. Inclusion and trust developed through different types of group/team work.	Develop the confidence, motivation, physical competence, knowledge and understanding that can help them lead healthy and active lifestyles which promote good physical health and well-being.
Year 8	Work at different intensities to meet the demands of different fitness activities.	Recall and apply a range of skills and techniques in different sports with some precision, control and fluency.	Make decisions in competitive environments. For example, selecting and applying the right pass in a full sided game.		
Year 9	Demonstrate components of fitness that underpin performances and apply them with precision, fluency and control.	Developing technique to perform skills with the intention of demonstrating precision, fluency and control. Such as bowling, batting, dribbling, passing and shooting.	Proactive decision making: Consistently make effective decisions during small sided games.		
Year 10	Utilise physical characteristics for a range of activities efficiently and effectively.	Apply the appropriate skills and techniques to the activity in demanding situations.	Apply appropriate decision making and strategies in demanding situations such as full games.	Communicate effectively with others to benefit the team performance.	Explore the factors that impact on mental health and well-being. The importance of regular exercise and the effect of a balanced diet.
Year 11	Perform effectively in different sports and physical activities.	Apply appropriate skills and techniques for the position/activity. Consistency, precision and fluency are evident.	Select using tactics, strategies and/or compositional ideas. Analyse physical performance and select appropriate strategies and interventions for development and improvement.	Understand the factors that impact on levels of activity and the relationship with physical, social and emotional health and wellbeing through the life cycle.	Develop their knowledge and understanding of health, wellbeing, and physical activity and the links between them.