

GHF PE KPIs

	EYFS	KS1	LKS2	UKS2
Dance	<ul style="list-style-type: none"> 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. <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Copy, remember and repeat actions.</p> <p>Explore traveling actions, movement skills and balancing.</p> <p>Choose appropriate movements to perform dances.</p> <p>Show some sense of dynamic and expressive qualities in my dance.</p>	<p>Repeat, remember and perform a dance phrase.</p> <p>Respond to stimuli and think about characters or narrative to develop new actions and movement.</p> <p>Experiment with and link simple movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>Create more complex motifs using 'canon' and 'unison'.</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Respond to a range of stimuli using a range of controlled movements & patterns.</p> <p>Work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</p> <p>Choose appropriate material to create new motifs in a dance style.</p>
Gymnastics	<ul style="list-style-type: none"> 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 	<p>Repeat simple gymnastics movements (jump, roll, travel, climb, balance)</p> <p>Explore and develop basic gymnastic actions on the floor and using low apparatus.</p> <p>Create and perform a short sequence of gymnastic moves, developing confidence in performing.</p> <p>Use space safely, being aware of others and apparatus.</p> <p>Develop stability and control when performing balances and shape jumps.</p>	<p>Develop more advanced actions such as inverted movements and explore ways to include apparatus.</p> <p>Work independently and in collaboration with a partner to create and develop sequences that include change of level and shape.</p> <p>Work safely when learning a new skill</p> <p>Pupils develop performance skills considering the quality and control of their actions.</p>	<p>Perform gymnastic actions, shapes and balances with control and fluency.</p> <p>Perform, with a partner or group, difficult combinations fluently and with control and practise & refine their work.</p> <p>Demonstrate control in their behaviour to create a safe environment for themselves and others to work in.</p> <p>Show clear levels, speeds and directions and perform actions consistently</p> <p>Show extension, clear body shape and changes in direction in phrases with partner or small group.</p> <p>Make up longer sequences and perform them with fluency and clarity of movement.</p>
Games	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Move fluently, changing direction and speed easily without collision in games</p> <p>Perform a range of throwing, rolling, striking, kicking and gathering skills and get in line with the ball to receive</p> <p>Show good awareness of others in running, catching and avoiding games</p> <p>Know how to score and keep rules of game</p>	<p>Use a variety of skills consistently in a game e.g. rolling, hitting, kicking, throwing, catching</p> <p>Use a range of techniques when passing and play with greater speed & flow</p> <p>Use a range of tactics (e.g. passing, receiving, dribbling and exploiting space) to keep control and possession of the ball and to attack a goal</p>	<p>Know the difference between attacking and defending skills; use them appropriately and choose formations to suit the game</p> <p>Find ways to get ball to opponent's goal and mark/defend their own</p> <p>In games, perform skills with control and greater speed, adapting them to the situation</p> <p>Develop the skills of forehand or backhand when playing racket games, showing control when hitting and hit a bowled or volleyed ball with accuracy in return.</p> <p>Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play.</p>
OAA	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p>		<p>Use basic maps and diagrams to orientate themselves and to move from one place to another.</p>	<p>Read a variety of maps and plans accurately, recognising symbols and feature</p>
Athletics	<ul style="list-style-type: none"> 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 		<p>Sprint over a short distance and pace running over longer distances</p> <p>Develop techniques to be able to throw further (inc. under and over arm).</p> <p>Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate</p>	<p>Perform range of jumps showing power, control and consistency in take-off and landing</p> <p>When running over a range of distances, show stamina, speed and control</p> <p>Throw accurately, perfecting techniques by analysing the movement and body shape</p>
Swimming			<p>Swim competently, confidently and proficiently over a distance of at least 25m</p> <p>Use a range of strokes effectively (front crawl, backstroke, breaststroke)</p> <p>Perform safe self-rescue in different water-based situations</p>	
Evaluation, Health, fitness & wellbeing	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Improve their own work through watching and commenting on others work</p> <p>know that physical activity is important for our mental wellbeing.</p>	<p>Describe their own and others' work, making simple judgements about the quality of performances and how to improve them</p> <p>Explain how their body feels during a range of physical activities, making reference to different parts of the body and recognising changes in heart rate, temperature and breathing rate.</p> <p>Explain why physical is important for our mental wellbeing.</p>	<p>Practice, modify and perfect skills and techniques to improve performance and analyse and appraise skills and techniques used by others and apply in own work</p> <p>Understand and explain the short and long term effects of exercise, inc. explaining why regular exercise is important to general health and well-being and why it's important to warm-up for exercise.</p>

