

## Physical Education

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- 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
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	Running	Run for 1 minute Show differences in running at speed and jogging Use different techniques to meet challenges Describe different ways of running Explain what is successful or how to improve		Run smoothly at different speeds Choose different styles of running of different distances Pace and sustain their effort over longer distances Watch and describe specific aspects of running e.g. what arms and legs are doing Recognise and record how the body works in different types of challenges over different distances Carry out stretching and warm-up safely With guidance, set realistic targets of times to achieve over a short and longer distance		Sustain pace over longer distance – 2 minutes Relay change-overs Set realistic targets for self, of times to achieve over a short and longer distance Identify the main strengths of a performance of self and others Identify parts of the performance that need to be improved Perform a range of warm-up exercises specific to running for short and longer distances Explain how warming up affects performance Explain why athletics can help stamina and strength	
	Jumping	Perform the 5 basic jumps with control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Perform combinations of the above Show control at take-off and landing Describe different ways of jumping Explain what is successful or how to improve		Perform combinations of jumps e.g. hop, step, jump showing control and consistency Choose different styles of jumping Watch and describe specific aspects of jumping e.g. what arms and legs are doing With guidance, set realistic targets when jumping for distance for or height		Demonstrate a range of jumps showing power and control and consistency at both take-off and landing Set realistic targets for self, when jumping for distance for or height	



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Throwing	<p>Throw into targets          Perform a range of throwing actions e.g. rolling, underarm, overarm          Describe different ways of throwing          Explain what is successful or how to improve</p>	<p>Explore different styles of throwing e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)          Throw with greater control          Consistently hit a target with a range of implements          Watch and describe specific aspects of throwing e.g. what arms and legs are doing          With guidance, set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others</p>	<p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus          Organise small groups to SAFELY take turns when throwing and retrieving implements          Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others</p>
Dance	Compose	<p>Respond to a variety of stimuli          Explore and experiment with movement ideas and possibilities          Create dance phrases and dances          Select appropriate movement material showing an idea/thought/feeling          Develop movement using;  <b>Actions (WHAT);</b> travel, turn, gesture, jump, &amp; stillness  <b>Space (WHERE);</b> formation, direction &amp; levels  <b>Relationships (WHO);</b> whole group/duo/solo, unison/canon  <b>Dynamics (HOW);</b> explore speed, energy(e.g. heavy/light)  <b>Choreographic devices;</b> motif, motif development &amp; repetition          Structure a dance phrase, connecting different ideas showing a clear beginning, middle and end          Musicality</p>	<p>Respond to a variety of stimuli          Explore and experiment with movement ideas and possibilities          Create longer and challenging dance phrases and dances          Select appropriate movement material to express ideas/thoughts/feelings          Develop movement using;  <b>Actions (WHAT);</b> travel, turn, gesture, jump, &amp; stillness  <b>Space (WHERE);</b> formation, direction, level &amp; pathways  <b>Relationships (WHO);</b> solo/duo/trio, unison/canon/contrast  <b>Dynamics (HOW)</b> explore speed, energy(e.g. heavy/light, flowing/sudden)  <b>Choreographic devices;</b> motif, motif development, repetition, retrograde (performing motifs in reverse)          Musicality</p>
	Perform	<p>Perform their dance to an audience showing confidence          Show co-ordination, control and strength (Technical Skills)          Show focus, projection and musicality (Expressive Skills)          Demonstrate different dance actions – travel, turn, gesture, jump, &amp; stillness          Demonstrate dynamic qualities – speed, energy &amp; continuity          Demonstrate use of space – levels, directions, pathways &amp; body shape          Demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting          Copy, repeat and remember movement, developing movement memory</p>	<p>Perform their dance to an audience showing confidence and clarity of actions          Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)          Show focus, projection, sense of style and musicality (Expressive Skills)          Demonstrate a wide range of dance actions – travel, turn, gesture, jump, &amp; stillness          Demonstrate dynamic qualities – speed, energy, continuity, rhythm          Demonstrate use of space – levels, directions, pathways, size &amp; body shape          Demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting, body part to body part and physical contact          Copy, repeat and remember complex movement, developing movement memory</p>
	Appreciate	<p>Show an awareness of different dance styles and traditions          Understand and use simple dance vocabulary          Understand why safety is important in the studio          Compare and comment on their own and others work          Identify strengths and areas for improvement using simple dance vocabulary          Evaluate experiences and outcomes and set goals for their own development          Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content</p>	<p>Show an awareness of different dance styles, traditions and aspects of their historical/social context          Understand and use dance vocabulary          Understand why safety is important in the studio          Compare and comment on their own and others work          Identify strengths and areas for improvement using dance vocabulary          Evaluate experiences and outcomes and set goals for their own development</p>



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			Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content Take on board feedback and deal positively with praise and criticism	
<b>Games</b>	Physical Skills	<p>Play co-operatively and competitively with a partner/team of 3 Use space well e.g. move into a space or jump to stop catch or strike a ball Be a competent mover so that they can avoid others by controlling their body so they don't fall over i.e. move forward, sideways and backwards at different speeds with control Control and make decisions when playing with balls of various sizes &amp; shapes; roll &amp; throw underarm/overarm to a partner, receive balls of various sizes and shapes from a partner, bounce &amp; catch on the spot and on the move, strike &amp; receive the ball with a foot &amp; hit a ball with a bat when playing with a partner</p>	<p>Keep games going because they have the skill and control to do so e.g. throw and catch in different ways, choosing the right time to pass, selecting the best place to pass to a team mate or to outwit an opponent, join actions together like move, receive, shoot Send and receive a ball with hands, feet, racquet and bat with increasing accuracy to a target, space or team mate Use space well by finding and moving into a free space/passing to team mates when they are in a good space Develop a range of defence and attacking skills in invasion, net/wall, striking/fielding type games e.g. those described in core tasks and TOPs activities <u>to prepare them to play</u> mini versions of traditional NGB's mini versions as described in Upper Key Stage 2 Have the confidence to try out new skills and recognise which skills they need to practise</p>	<p>Pass, control, dribble and shoot with accuracy and fluency while on the move Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate in traditional NGB's mini versions of invasion, net/wall, striking/fielding games e.g. Tag Rugby, High 5 Netball, Football, Basketball, Qwik Cricket, Mini Tennis, Rounders Demonstrate the confidence and competence to successfully take part in the range of games as described above Demonstrate the perseverance to improve</p>
	Thinking skills	<p>Adapt activities using their own ideas of how to make the game easier /harder/more enjoyable by using STEP i.e. changing the space/task/equipment/people Make up simple rules with others to make the game enjoyable and challenging Understand simple tactics to outwit a partner/small team when attacking or defending i.e. selecting an appropriate pass, looking one way passing the other, keeping on the move to mark a goal/target, moving into the pathway of a ball to intercept Change their intended action in response to their opponent Have the determination to practise to improve own skills</p>	<p>With others, decide and try out different ideas/tactics to outwit an opponent in defence and attack Understand own and others' strengths and weaknesses and have the confidence to practise to improve Understand how to take responsibility for their own and others' safety when playing games Adapt and make up rules to suit the equipment/space/targets used</p>	<p>Understand own and others' strengths and weaknesses and how to choose the most competent person for a specific role within the team Make decisions quickly in a game Change tactics/roles as necessary for the success of the whole team Understand the transference of skills from one type of game to another and apply appropriately Reflect on own and others' performance to help improve personal and team skills and performance</p>
	Team skills	<p>Include others in their games Begin to recognise what they and others can do well Keep to rules so that they and others enjoy an activity Begin to recognise how they and others feel when they find activities easy/difficult, when they win/lose</p>	<p>Keep possession of the ball Select different positions in the team based on strengths of players Agree on their own rules to suit the equipment Keep to the rules so that they and others enjoy and are challenged Encourage team mates to do well Accept winning and losing as part of games</p>	<p>Understand and keep to the rules of the games described above to enable the game to flow and keep players safe Select different positions in the team based on strengths of players Challenge and encourage each other to perform to the best of their ability Control the feelings experienced e.g. nervousness /excitement /disappointment to help themselves and others enjoy the games</p>
<b>Gymnastics</b>	Sequencing	<p>Your gymnastic sequence should have: a balance, a travelling action, a jump and a roll. Choose your best 2 actions and teach them to a partner. Now perform your sequence together.</p>	<p>Your sequence should show clear changes of speed. Link 3 different balances with 3 different ways of travelling.  Work with a partner to create a sequence. From your starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then you must move apart to finish. Your sequence should contain 4 elements and you must travel in an "L" shaped pathway.</p>	<p>Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances.  Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements. Your sequence may include: e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling. Your sequence should demonstrate different ways of working with a partner or within your group e.g. starting together/apart, moving</p>



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			apart/together, matching/mirroring, contrasting shape, speed, level or timing.
<b>Balance</b>	<p>Continue to develop the balances described in EYFS with greater strength control. Encourage the children to hold their balance for a count of 5.</p> <p>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).</p> <p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes).</p> <p>Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand.</p> <p>Balance on floor and apparatus exploring which body parts are the safest to use.</p> <p>Explore balancing with a partner: facing, beside, behind and on different levels.</p> <p>Move in and out of balance fluently.</p>	<p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes).</p> <p>Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand.</p> <p>Balance on floor and apparatus exploring which body parts are the safest to use.</p> <p>Explore balancing with a partner: facing, beside, behind and on different levels.</p> <p>Move in and out of balance fluently.</p>	<p>Perform balances with control, showing good body tension.</p> <p>Mirror and match partner’s balance i.e. making same shape on a different level or in a different place.</p> <p>Explore symmetrical and asymmetrical balances on own and with a partner.</p> <p>Explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from).</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus.</p> <p>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control.</p> <p>Begin to take more weight on hands when progressing bunny hop into hand stand.</p>
<b>Travel</b>	<p>Begin to travel on hands and feet. In all travelling actions place hands FLAT on floor and fully extend arms.</p> <p>Monkey walk - take some weight on hands as you travel with bent legs and extended arms.</p> <p>Caterpillar walk – hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position (see above).</p> <p>Bunny hop – begin by exploring transferring weight to hands, crouch down so bottom touches heels, with fully extended arms drop forwards until some weight transfers to hands and push back to transfer all weight back to feet. Next, transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet.. Explore bunny hop along a bench.</p>	<p>Bunny hop – transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet. Explore bunny hop along and over a bench.</p> <p>Use a variety of rolling actions to travel on the floor and along apparatus.</p> <p>Travel with a partner; move away from and together on the floor and on apparatus.</p> <p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping.</p> <p>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.</p>	<p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor. Next extend legs further into cartwheeling action i.e. right hand followed by left hand, followed by left foot, followed by right foot. Always keep arms and legs fully extended and tense to support weight.</p> <p>Increase the variety of pathways, levels and speeds at which you travel.</p> <p>Travel in time with a partner, move away from and back to a partner.</p>



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	Jump	<p>Explore shape in the air when jumping and landing with control e.g. star shape (without arms to begin with) and tuck shape (knees to upright chest, not chest down to knees).</p> <p>When children demonstrate control of straight, star and tucked shapes, perform from a bench – stress keeping body upright, strong core, tension and extension in limbs.</p>	<p>When children demonstrate control of straight, star and tucked shapes, perform from a bench – stress keeping body upright, strong core, tension and extension in limbs.</p> <p>Explore leaping forward in stag jump, taking off from one foot and landing on the other. Try on floor and along bench controlling take-off and landing.</p> <p>Add a quarter or half turn into a jump before landing. Do this first on the floor and when sufficiently controlled, perform off apparatus.</p> <p>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action.</p>	<p>Make symmetrical and asymmetrical shapes in the air.</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing.</p>
	Roll	<p>Continue to develop control in the Pencil and Dish rolls.</p> <p>Begin to extend the Egg roll into the Teddy Bear roll by performing the roll with legs apart (straddle position). Further extend the Teddy Bear roll by starting sitting in straddle, holding extended legs below knees to keep them in straddle as you roll onto side, then back, then other side then sit up – you should be facing the opposite direction still in straddle position. Perform 2 rolls to perform the full Circle roll</p> <p>Rock and Roll (the final phase of the forward roll) – sit in tucked shape holding onto knees, chin to chest; rock back roll forward to sitting position again. If lacking core strength and body tension, place a bean bag under chin, between knees and between feet. Explore different finishing positions e.g. opening out when nearing sitting position in straddle.</p> <p>Tipper Truck (the first phase of the forward roll) crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position. This will encourage children to raise hips out of the way so head can roll under when ready to perform the full forward roll ( see rolling in Lower Key Stage 2)</p>	<p>Continue to develop control in the Pencil, Dish, Teddy Bear &amp; Rock and Roll rolling actions on the floor, off and along apparatus or in time with a partner.</p> <p>Combine the phases of earlier rolling actions to perform the full forward roll.</p> <p>Backward rolls – Rock and Roll (the first phase of the roll) begin by sitting in tucked shape on mat holding hands beside ears to make 'bunny ears'. Rock back keeping knees and chin tucked in and place palms flat on floor beside head, roll forwards into tucked position. Explore taking one knee over head to one side, pushing away from the floor with hands to roll backwards to finish in a stag shape on floor. Increase momentum of backwards rocking action and push harder with hands to raise hips above head and create space for head to tuck under.</p>	<p>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/</p> <p>begin a backward roll from standing in a straight position, ending in a straddle position on feet. Explore symmetry and asymmetry throughout the rolling actions.</p>
Outdoor and Adventure Activities	Orientation	<p>Identify where they are on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom</p> <p>Use simple maps and diagrams to follow a trail</p>	<p>Orientate simple maps and plans</p> <p>Mark control points in correct position on their map or plan (e.g. where they find an object when following a photo trail)</p> <p>Find their way back to a base point</p>	<p>Draw their own maps and plans and set trails for others to follow</p> <p>Use the eight points of the compass to orientate themselves</p> <p>Plan before starting an orienteering challenge</p>
	Communication	<p>Begin to work and behave safely when working co-operatively with others</p> <p>Work with friends to plan and share ideas</p> <p>Comment on how they went about tackling a task</p>	<p>Co-operate to share roles within a group</p> <p>Listen to each other's ideas when planning a task</p> <p>Change your ideas if they are not working</p> <p>Take responsibility for a role within the group</p> <p>Recognise that some outdoor adventurous activities can be dangerous</p> <p>Follow rules to keep self and others safe</p>	<p>Together, plan and share roles within the group based on each other's strengths</p> <p>Work increasingly well in groups where roles and responsibilities are understood</p> <p>Change roles or ideas if they are not working</p> <p>Recognise own and others' feelings</p> <p>Recognise and talk about the dangers of tasks</p>

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Problem Solving			Recognise how to keep themselves and others safe
	Discuss how to follow trails and solve problems Work with friends to select appropriate equipment for the task	Select appropriate equipment/route/people to solve a problem successfully Choose effective strategies and change ideas if not working	Plan strategies to solve problems/plan routes/follow trails/build shelters etc. Implement and refine strategies Recognise what went well and why, what you would do differently next time