

Physical Education

National Curriculum

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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.

Key stage 2

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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- 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.

Our School Aims

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

Opportunities

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns. • Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2. 	<ul style="list-style-type: none"> • Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending. • Take part in gymnastics activities. • Take part in athletics activities. • Perform dances. • Take part in outdoor and adventurous activity challenges both individually and within a team. • Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

Physical Education Curriculum Objectives

Key Stage 1

Year	Achievement	Knowledge and Independent Application
		To develop practical skills in order to participate, compete and lead a healthy lifestyle
1	Emerging	<p>Games • Able to understand when a game has started and finished. • Start to use rolling, hitting, running, jumping, catching and kicking skills. • Begin to work with peers or friends to achieve a goal. • Listen to instructions from a team leader.</p> <p>Dance • Begin to copy moves and positions. • Are able to start and stop different movements when instructed. • Begin to join two actions together. • Choose a movement to imitate an animal or object.</p> <p>Gymnastics • Attempt to copy actions. • Begin to move with some control and show an awareness of space. • Attempt to join two actions together. • Travel by rolling sideways with support. • Show an awareness of balance and begin to hold a body position with support. • With support climb safely on equipment. • Can jump and land safely.</p>
	Expected	<p>Games • Use the terms 'partner' and 'team' when prompted. • Start to use rolling, hitting, running, jumping, catching and kicking skills. • Begin to develop tactics when working with a partner. • Be a team leader.</p> <p>Dance • Copy moves and positions. • Begin to control movements and develop coordination. • Join two actions together. • Choose a movement to express a feeling or idea.</p> <p>Gymnastics • Copy actions. • Begin to move with control and show an awareness of space. • Join two actions together. • Show contrasts (such as small/tall, straight/curved and wide/narrow) with support. • Travel by rolling forwards, backwards and sideways with support. • Show an awareness of balance and begin to hold a body position. • Climb safely on equipment with prompts. • Develop stretching and curling to develop flexibility. • Jump in a variety of ways and land safely.</p>
	Exceeding	<p>Games • Use the terms 'opponent' and 'team-mate' with prompts. • Use rolling, hitting, running, jumping, catching and kicking skills in combination with prompts. • Begin to develop team tactics in a small group. • Take it in turns to lead others when appropriate.</p> <p>Dance • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea.</p> <p>Gymnastics • Copy and begin to remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence with modeling. • Show contrasts (such as small/tall, straight/curved and wide/narrow) when requested. • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body consistently. • Climb safely on equipment. • Consolidate stretching and curling to develop flexibility. • Jump in a variety of ways and land with control and balance.</p>
2	Emerging	<p>Games • Use the terms 'opponent' and 'team-mate' with prompts. • Use rolling, hitting, running, jumping, catching and kicking skills in combination with prompts. • Begin to develop team tactics in a small group. • Take it in turns to lead others when appropriate.</p> <p>Dance • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea.</p> <p>Gymnastics • Copy and begin to remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence with modeling. • Show contrasts (such as small/tall, straight/curved and wide/narrow) when requested. • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body consistently. • Climb safely on equipment. • Consolidate stretching and curling to develop flexibility. • Jump in a variety of ways and land with control and balance.</p>
	Expected	<p>Games • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.</p> <p>Dance • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea.</p> <p>Gymnastics • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.</p>

Exceeding	<p>Games • Use the terms 'opponent' and 'team-mate' appropriately. • Use rolling, hitting, running, jumping, catching and kicking skills in combination in context. • Develop tactics and apply. • Lead others when appropriate and show leadership qualities.</p> <p>Dance • Generate own moves and positions. • Consistently move with careful control and coordination. • Refine two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea and use within a sequence.</p> <p>Gymnastics • Generate and practise own actions. • Move with control and awareness of space consistently. • Refine two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow) and apply. • Travel by rolling forwards, backwards and sideways with control. • Hold a position whilst balancing on different points of the body with control. • Climb safely on equipment and understand why. • Stretch and curl to develop flexibility and create body shapes. • Jump in a variety of ways and land with good control and balance.</p>
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Lower Key Stage 2

Year	Achievement	Knowledge and Independent Application
		To develop practical skills in order to participate, compete and lead a healthy lifestyle
3	Emerging	<p>Games • Use the terms 'opponent' and 'team-mate' appropriately. • Use rolling, hitting, running, jumping, catching and kicking skills in combination in context. • Develop tactics and apply. • Lead others when appropriate and show leadership qualities.</p> <p>Dance • Generate own moves and positions. • Consistently move with careful control and coordination. • Refine two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea and use within a sequence.</p> <p>Gymnastics • Generate and practise own actions. • Move with control and awareness of space consistently. • Refine two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow) and apply. • Travel by rolling forwards, backwards and sideways with control. • Hold a position whilst balancing on different points of the body with control. • Climb safely on equipment and understand why. • Stretch and curl to develop flexibility and create body shapes. • Jump in a variety of ways and land with good control and balance.</p> <p>Athletics • Run at a pace over a short distance up to 60 metres. • Run with a pacer over a longer distance. • Explore a 3 throwing techniques (such as under arm, over arm). • Aim and throw at a large target. • Explore a range of different types of jumps. • Compete with others and aim to improve performances.</p> <p>Outdoor and adventurous activities • Be aware of the need to be appropriately equipped for outdoor and adventurous activity. • Begin to show an ability to both lead and form part of a team. • Seek support when needed. • Keep trying when plans do not work and explore new ways of working. • Begin to use maps and compasses to orientate themselves. • Remain aware of changing conditions and change plans if necessary.</p>
	Expected	<p>Games • Begin to throw and catch. • Begin to hit a ball and show an awareness of fielding. • Explore avoidance tactics. • Understand the need for fair-play and begin to follow the rules. • Be aware of how to control a ball (with, e.g. feet, a hockey stick or hands). • Show an awareness of passing skills. • Begin to show leadership skills.</p> <p>Dance • Copy and perform sequences. Begin to move in an expressive manner. • Begin to link movements into sequences. • Begin to explore dances and movements that create and convey a definite idea. • Change speed within a performance. • Begin to develop physical strength and suppleness by copying moves and stretches.</p> <p>Gymnastics • Copy and practise sequences. • Begin to move in an expressive manner. • Begin to link movements into sequences. • Change speed within a performance. • Travel in a variety of ways, beginning to transfer weight to generate movements. • Begin to show how to get a centre of balance (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Explore how to swing and hang from equipment safely (using hands).</p> <p>Athletics • Run at a steady pace over a short distance up to 60 metres. • Run at a steady pace over a longer distance. • Explore a range of throwing techniques (such as under arm, over arm). • Aim and throw at a target. • Explore a range of different types of jumps, using a run up if appropriate. • Compete with others and aim to improve personal best performances.</p> <p>Outdoor and adventurous activities • Be aware of the need to be appropriately equipped for outdoor and adventurous activity. • Begin to show an ability to both lead and form part of a team. • Seek support when needed. • Keep trying when plans do not work and explore new ways of working. • Begin to use maps and</p>

		compasses to orientate themselves. • Remain aware of changing conditions and change plans if necessary.
	Exceeding	<p>Games • Begin to throw and catch with some control and accuracy. • Hit a ball with increasing accuracy and begin to field. • Develop tactics for a particular purpose. • Follow simple rules and play fairly. • Begin to develop possession of a ball (with, e.g. feet, a hockey stick or hands). • Increase passing skills within a group. • Begin to lead others and show respect towards other team members.</p> <p>Dance • Begin to plan and perform sequences. • Begin to move in a fluent and expressive manner. • Begin to practise and refine movements into sequences. • Develop dance movements that convey a definite idea. • Change speed and begin to change levels within a performance. • Increase physical strength and suppleness by practising moves and stretching.</p> <p>Gymnastics • Begin to plan, rehearse and repeat sequences. • Begin to move in a fluent and expressive manner. • Begin to practise and refine movements into sequences. • Change speed and begin to change direction and levels within a performance. • Travel in a variety of ways, beginning to use flight, by transferring weight to generate movements. • Explore how to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely with increasing skill (using hands).</p> <p>Athletics • Build up speed to sprint over a short distance up to 60 metres. • Run over a longer distance, building stamina in order to sustain performance. • Use a range of throwing techniques appropriately (such as under arm, over arm). • Throw with developing accuracy to hit a target or cover a distance. • Practise different types of jumps to increase skill level, using a run up where appropriate. • Compete with others and be able to describe improvement overtime.</p> <p>Outdoor and adventurous activities • Arrive properly equipped for outdoor and adventurous activity. • Be aware of possible risks. • Begin to lead others and show respect towards other team members. • Begin to support others and seek support if required when the situation dictates. • Begin to show determination when plans do not work and try new ways of working. • Consolidate use of maps and compasses and begin to use digital devices to orientate themselves. • Remain aware of changing conditions in a variety of situations and change plans if necessary.</p>
4	Emerging	<p>Games • Begin to throw and catch with some control and accuracy. • Hit a ball with increasing accuracy and begin to field. • Develop tactics for a particular purpose. • Follow simple rules and play fairly. • Begin to develop possession of a ball (with, e.g. feet, a hockey stick or hands). • Increase passing skills within a group. • Begin to lead others and show respect towards other team members.</p> <p>Dance • Begin to plan and perform sequences. • Begin to move in a fluent and expressive manner. • Begin to practise and refine movements into sequences. • Develop dance movements that convey a definite idea. • Change speed and begin to change levels within a performance. • Increase physical strength and suppleness by practising moves and stretching.</p> <p>Gymnastics • Begin to plan, rehearse and repeat sequences. • Begin to move in a fluent and expressive manner. • Begin to practise and refine movements into sequences. • Change speed and begin to change direction and levels within a performance. • Travel in a variety of ways, beginning to use flight, by transferring weight to generate movements. • Explore how to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely with increasing skill (using hands).</p> <p>Swimming • Swim a width of the pool (10m) with a swimming aid. • Begin to explore more than one stroke and coordinate breathing as appropriate for the stroke being used. • Begin to coordinate leg and arm movements. • Is happy to put their head under the surface of the water.</p> <p>Athletics • Build up speed to sprint over a short distance up to 60 metres. • Run over a longer distance, building stamina in order to sustain performance. • Use a range of throwing techniques appropriately (such as under arm, over arm). • Throw with developing accuracy to hit a target or cover a distance. • Practise</p>

		<p>different types of jumps to increase skill level, using a run up where appropriate.</p> <ul style="list-style-type: none"> • Compete with others and be able to describe improvement overtime. <p>Outdoor and adventurous activities • Arrive properly equipped for outdoor and adventurous activity. • Be aware of possible risks.</p> <ul style="list-style-type: none"> • Begin to lead others and show respect towards other team members. • Begin to support others and seek support if required when the situation dictates. • Begin to show determination when plans do not work and try new ways of working. • Consolidate use of maps and compasses and begin to use digital devices to orientate themselves. • Remain aware of changing conditions in a variety of situations and change plans if necessary.
<p>Expected</p>		<p>Games • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.</p> <p>Dance • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching.</p> <p>Gymnastics • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands).</p> <p>Swimming • Swim a width of the pool (10m) unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water.</p> <p>Athletics • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate.</p> <ul style="list-style-type: none"> • Compete with others and aim to improve personal best performances. <p>Outdoor and adventurous activities • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks.</p> <ul style="list-style-type: none"> • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Begin to show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary.
<p>Exceeding</p>		<p>Games • Throw and catch with control and accuracy in a variety of situations. • Strike a ball and field with control and accuracy. • Choose appropriate tactics to cause problems for the opposition and apply within a variety of situations. • Follow the rules of the game and play fairly with good sportsmanship. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands) and pass to others. • Pass to team mates at appropriate times with skill and control. • Lead others and act as a respectful team member showing good leadership skills and being a good role model.</p> <p>Dance • Plan, perform, repeat and refine sequences. • Move fluently and expressively in a controlled manner. • Refine movements to create own sequences. • Create and refine dances and movements that convey a definite idea. • Change speed, levels and direction within a performance. • Develop physical strength and suppleness by practising moves and stretching - lead warm ups.</p> <p>Gymnastics • Plan, perform, repeat and refine sequences. • Move fluently and expressively in a controlled manner • Refine movements to create own sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in a variety of movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts with control (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely with control (using hands).</p> <p>Swimming • Swim 20m unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water, confidently.</p> <p>Athletics • Sprint over a short distance up to 60 metres with an appropriate start. • Run over a longer distance, conserving energy in order to sustain and improve performance. • Use a range of throwing techniques in a variety of contexts (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance in a variety of situations. • Jump in a number of ways, with skill and control, using a run up where appropriate.</p> <ul style="list-style-type: none"> • Compete with others and aim to improve personal best performances.

		<p>Outdoor and adventurous activities • Begin to select appropriate equipment for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks and apply appropriately.</p> <p>• Be able to show an ability to both lead and form part of a team. • Decide when appropriate to support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves in a variety of situations. • Remain aware of changing conditions and change plans if necessary and explain why.</p>
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Upper Key Stage 2

Year	Achievement	Knowledge and Independent Application
		To develop practical skills in order to participate, compete and lead a healthy lifestyle
5	Emerging	<p>Games • Throw and catch with control and accuracy in a variety of situations. • Strike a ball and field with control and accuracy. • Choose appropriate tactics to cause problems for the opposition and apply within a variety of situations. • Follow the rules of the game and play fairly with good sportsmanship. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands) and pass to others. • Pass to team mates at appropriate times with skill and control. • Lead others and act as a respectful team member showing good leadership skills and being a good role model.</p> <p>Dance • Plan, perform, repeat and refine sequences. • Move fluently and expressively in a controlled manner. • Refine movements to create own sequences. • Create and refine dances and movements that convey a definite idea. • Change speed, levels and direction within a performance. • Develop physical strength and suppleness by practising moves and stretching - lead warm ups.</p> <p>Gymnastics • Plan, perform, repeat and refine sequences. • Move fluently and expressively in a controlled manner • Refine movements to create own sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in a variety of movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts with control (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely with control (using hands).</p> <p>Swimming • Swim 20m unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water, confidently.</p> <p>Athletics • Sprint over a short distance up to 60 metres with an appropriate start. • Run over a longer distance, conserving energy in order to sustain and improve performance. • Use a range of throwing techniques in a variety of contexts (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance in a variety of situations. • Jump in a number of ways, with skill and control, using a run up where appropriate.</p> <p>• Compete with others and aim to improve personal best performances.</p> <p>Outdoor and adventurous activities • Begin to select appropriate equipment for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks and apply appropriately. • Be able to show an ability to both lead and form part of a team. • Decide when appropriate to support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves in a variety of situations. • Remain aware of changing conditions and change plans if necessary and explain why.</p>

<p>Expected</p>	<p>Games • Choose techniques to use in a game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work cooperatively to gain points or possession. • Begin to develop accuracy when striking a bowled or volleyed ball. • Explore the use of forehand and backhand techniques. • Field, defend and attack tactically beginning to work tactically. • Choose a tactic for playing a game. • Show respect in competitive situations. • Lead others appropriately.</p> <p>Dance • Compose dance sequences. • Perform confidently and show control in body posture. • Begin to create and perform sequences. • Express an idea in an appropriate way. • Plan how to perform to suit the style of a piece. • Perform simple moves that combine developing strength and stamina.</p> <p>Gymnastics • Create simple sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • bending, stretching and twisting • gestures • linking skills. <p>• Hold shapes that are strong. • Begin to include in a sequence set pieces, linking the elements together. • Vary speed, direction and level during floor performances. • Practise the techniques used in performances (listed above). • Demonstrate developing kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to practise simple vaults and swings (remaining upright).</p> <p>Swimming • Develop stamina to swim over 20m • Develop techniques used in breast stroke, front crawl and back stroke. • Swim confidently with a recognisable stroke. • Turn efficiently at the end of a length with a touch turn, pushing off under water.</p> <p>Athletics • Jump over low hurdles. • Throw with increasing accuracy and a developing awareness of body position. • Take off and land safely. • Compete with others and be aware of personal best performances.</p> <p>Outdoor and adventurous activities • Select appropriate equipment for outdoor and adventurous activity with support. • Identify possible risks and listen carefully to expert advice. • Take part in both leadership and team roles. • Begin to empathise with others and offer support when prompted. Ask for help when needed. • Display a positive attitude at all times. • Begin to use a range of devices in order to orientate themselves. • Change plans to ensure safety.</p>
<p>Exceeding</p>	<p>Games • Choose and begin to combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work as part of a team to gain points or possession. • Strike a bowled or volleyed ball with increasing accuracy. • Develop forehand and backhand strokes when playing racket games. • Field, defend and attack tactically beginning to anticipate the direction of play. • Develop game tactics. • Show respect and fair play in all competitive situations. • Lead others when called upon and act as a good role model within a team.</p> <p>Dance • Compose creative dance sequences. • Perform with some expression, creating a strong shape. • Perform and create sequences. • Express an idea in original creatively. • Plan performances that begin to show high energy, slow grace or other themes and maintain this throughout a piece. • Perform moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p> <p>Gymnastics • Create sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • bending, stretching and twisting • gestures • linking skills. <p>• Hold shapes that are strong, beginning to be fluent and expressive. • Include in a sequence set pieces, beginning to choose the most appropriate linking elements. • Vary speed, direction, level and some body rotation during floor performances. • Practise and begin to refine the gymnastic techniques used in performances (listed above). • Demonstrate kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to develop</p>

		<p>vaulting and swinging (remaining upright).</p> <p>Swimming • Able to swim over 20 metres confidently. • Use breast stroke or front crawl and back stroke, beginning to use breathing techniques. • Swim confidently with controlled strokes.</p> <p>Athletics • Jump over low hurdles using an appropriate technique. • With guidance, choose the best place for running over a variety of distances. • Throw accurately and begin analysing technique and body shape. • Take-off and land with increasing control. • Compete with others and be aware of personal best performances. Begin to set own targets for improvement.</p> <p>Outdoor and adventurous activities • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks, ask for and listen to expert advice. • Take part in both leadership and team roles and begin to earn the respect of a team. • Empathise with others and offer support. Seek support from the team and the experts. • Display a positive attitude at all times and encourage others. • Use a range of devices with some control in order to orientate themselves. • Assess changing conditions and adapt plans to ensure safety comes first.</p>
6	Emerging	<p>Games • Choose and begin to combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work as part of a team to gain points or possession. • Strike a bowled or volleyed ball with increasing accuracy. • Develop forehand and backhand strokes when playing racket games. • Field, defend and attack tactically beginning to anticipate the direction of play. • Develop game tactics. • Show respect and fair play in all competitive situations. • Lead others when called upon and act as a good role model within a team.</p> <p>Dance • Compose creative dance sequences. • Perform with some expression, creating a strong shape. • Perform and create sequences. • Express an idea in original creatively. • Plan performances that begin to show high energy, slow grace or other themes and maintain this throughout a piece. • Perform moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p> <p>Gymnastics • Create sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • bending, stretching and twisting • gestures • linking skills. <p>• Hold shapes that are strong, beginning to be fluent and expressive. • Include in a sequence set pieces, beginning to choose the most appropriate linking elements. • Vary speed, direction, level and some body rotation during floor performances. • Practise and begin to refine the gymnastic techniques used in performances (listed above). • Demonstrate kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to develop vaulting and swinging (remaining upright).</p> <p>Swimming • Able to swim over 20 metres confidently. • Use either breast stroke or front crawl and back stroke, beginning to use breathing techniques. • Swim confidently with controlled strokes.</p> <p>Athletics • Jump over low hurdles using an appropriate technique. • With guidance, choose the best place for running over a variety of distances. • Throw accurately and begin analysing technique and body shape. • Take-off and land with increasing control. • Compete with others and be aware of personal best performances. Begin to set own targets for improvement.</p> <p>Outdoor and adventurous activities • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks, ask for and listen to expert advice. • Take part in both leadership and team roles and begin to earn the respect of a team. • Empathise with others and offer support. Seek support from the team and the experts. • Display a positive attitude at all times and encourage others. • Use a range of devices with some control in order to orientate themselves. • Assess changing conditions and adapt plans to ensure safety comes first.</p>
	Expected	<p>Games • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.</p>

		<p>Dance • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p> <p>Gymnastics • Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. <p>• Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright).</p> <p>Swimming • Swim 25m confidently. • Use breast stroke, front crawl and back stroke, developing their breathing technique so as not to interrupt the pattern of swimming. • Swim fluently developing good control of their strokes.</p> <p>Athletics • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.</p> <p>Outdoor and adventurous activities • Select appropriate equipment for outdoor and adventurous activities. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>
Exceeding		<p>Games • Choose, combine and apply techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession effectively. • Strike a bowled or volleyed ball with accuracy and skills. • Use forehand and backhand effectively when playing racket games. • Field, defend and attack tactically by anticipating the direction of play and taking advantage of situations. • Choose the most appropriate tactics for a game and use within a game situation. • Uphold the spirit of fair play and respect in all competitive situations, despite peer pressure. • Lead others without being asked and act as a good role model within a team.</p> <p>Dance • Compose creative, fluent and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture throughout. • Perform and create complex sequences with accuracy. • Express an idea in original and imaginative ways executing it precisely. • Plan and perform with high energy, slow grace or other themes and maintain this throughout a piece to a high standard. • Perform a variety of complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p> <p>Gymnastics • Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults

- inversions
- rotations
- bending, stretching and twisting
- gestures
- linking skills.

• Hold shapes that are strong, fluent and expressive throughout the piece. • Include in a sequence set pieces and link effectively. • Vary speed, direction, level and body rotation during floor performances. • Practise, refine, evaluate and improve the gymnastic techniques used in performances (listed above). • Demonstrate outstanding kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing accurately (remaining upright).

Swimming • Swim 50m + confidently using correct techniques and a recognised stroke . • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming and to ensure an effective performance. • Swim fluently with controlled strokes and correct technique. • Turn efficiently at the end of a length using a tumble turn.

Athletics • Combine sprinting with low hurdles for 60 metres with correct technique. • Choose the best track position for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape and apply as appropriate. • Show precise control in take-off and landings when jumping. • Compete with others and keep track of personal best performances, setting realistic targets for improvement.

Outdoor and adventurous activities • Select appropriate equipment for outdoor and adventurous activities independently. • Identify possible risks and manage them, asking for and applying expert advice given. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support as appropriate. Seek support from the experts if in any doubt and relay this information to your team. • Remain positive even in the most challenging circumstances, rallying others. • Use a range of devices in order to orientate themselves and support others. • Quickly assess changing conditions and adapt plans to ensure safety comes first and be able to justify decisions.

Phase Outcomes

		End of Year 2	End of Year 4	End of Year 6
To develop practical skills in order to participate, compete and lead a healthy lifestyle	Games	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.
	Dance	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).
	Gymnastics	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults

	<ul style="list-style-type: none"> • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<p>placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <ul style="list-style-type: none"> • Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> • inversions • rotations • bending, stretching and twisting • gestures • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright).
Swimming	<ul style="list-style-type: none"> • Swim unaided up to 25 metres. • Use one basic stroke, breathing correctly. • Control leg movements. 	<ul style="list-style-type: none"> • Swim between 15 and 25 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. 	<ul style="list-style-type: none"> • Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length.
Athletics	<ul style="list-style-type: none"> • Athletic activities are combined with games in Years 1 and 2. 	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.
Outdoor and adventurous activities	<ul style="list-style-type: none"> • Not applicable. 	<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. 	<ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first.

P-Scales

P4 <ul style="list-style-type: none"> • Perform single actions. • Respond to simple commands. 	P5 <ul style="list-style-type: none"> • Link two actions in a sequence. • Follow simple instructions with 	P6 <ul style="list-style-type: none"> • Work in pairs and in small groups cooperatively 	P7 <ul style="list-style-type: none"> • Show expression through repetitive and simple sequences 	P8 <ul style="list-style-type: none"> • Move with some control and coordination. 	Early Years <ul style="list-style-type: none"> • Jump off an object and land appropriately.
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<ul style="list-style-type: none"> • Recognise familiar pieces of equipment. • Show awareness of cause and effect. 	<p>the support of symbols or other prompts.</p> <ul style="list-style-type: none"> • Explore a variety of movements and show some awareness of space. • Understand basic concepts. • Take turns with a partner or in a small group. • Recognise and collect, on request, familiar pieces of equipment. 	<p>(with support to follow instructions and keep on task).</p> <ul style="list-style-type: none"> • Move in a variety of ways. • With support, link movements in a simple sequence. • Recognise small and large apparatus and use it with some basic control. • Throw and kick a ball, but lack direction. 	<p>and movement patterns.</p> <ul style="list-style-type: none"> • Develop control and coordination skills. • Listen to instructions and stop and start with some accuracy. • Work closely in pairs, trios or small groups. • Share and take turns. • Show awareness of the changes that happen to the body during physical activity. 	<ul style="list-style-type: none"> • Follow and imitate sequences and patterns. • Use small and large apparatus safely. • Show awareness of space, self and others. • Play simple games with support to keep score and follow game rules. • Recognise changes that happen to the body during physical activity 	<ul style="list-style-type: none"> • Show increasing control over an object when pushing, patting, throwing, catching or kicking. • Experiment with different ways of moving. • Travel with confidence and skill around, under, over and through balancing and climbing equipment. • Negotiate space successfully when playing racing and chasing games with others, adjusting speed or changing direction to avoid obstacles.
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Challenge – KS3

<p>Physical education opportunities</p> <ul style="list-style-type: none"> • Play competitive sports such as football, netball, rounders, cricket, hockey, basketball, badminton, tennis and rugby, athletics and gymnastics. • Perform dances using advanced movement patterns. • Take part in outdoor and adventurous activities which present mental and physical challenges and be encouraged to work in a team. 	<p>Developing practical skills</p> <ul style="list-style-type: none"> • Develop techniques and improve performances. • Compare performances with previous ones to achieve a personal best. • Become more competent, confident and expert in techniques. • Understand what makes a performance effective and apply these principles to own and others' work. 	<p>Being physically active</p> <ul style="list-style-type: none"> • Take part in competitive sports and activities outside school through community links or sports clubs. • Develop the confidence and interest to get involved in exercise and sports and activities out of school and in later life. 	<p>Competing</p> <ul style="list-style-type: none"> • Use a range of tactics and strategies to overcome opponents in face-to-face competition through team and individual games.
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