

Purpose of Study

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.

Key Stage 1 content:

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 content:

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 using co-ordinated arms, legs and breaths
- ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] on and below the surface of the water
- ♣ perform safe self-rescue in different water-based situations.

National curriculum expectations	EYFS	Year 1	Year 2
<p>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</p>	<p>Ball skills</p> <ul style="list-style-type: none"> Can kick a large ball Can stand momentarily on one foot when shown Can catch a large ball Jumps off an object and lands appropriately Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. 	<p>Ball skills</p> <ul style="list-style-type: none"> Throw a ball underarm. Roll a ball or a hoop. Hit a ball with a bat. Move and stop. Move to catch or collect. Throw and kick a ball in different ways. 	<p>Ball Skills</p> <ul style="list-style-type: none"> Use my rolling, hitting and kicking skills in games. Copy and remember actions. Repeat and explore skills. Move with careful control, co-ordination and care. Beginning throw and catch with increasing accuracy Throw & strike a ball in different ways
	<p>Movement</p> <ul style="list-style-type: none"> Shows good control and co-ordination in large & small movement Handles equipment effectively Runs safely on whole foot Moves freely and with pleasure and confidence in a range of ways (such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping) Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles Travel with confidence and skill around, under, over and through balancing and climbing equipment 	<p>Gym</p> <ul style="list-style-type: none"> Show control and co-ordination when travelling or balancing. Choose which actions to make. Copy sequences and repeat them. Begin to plan my own sequences and repeat them Roll, travel in lots of ways, balance, climb safely, stretch and curl my body. 	<p>Gym</p> <ul style="list-style-type: none"> Plan sequences of movements. Show contrasts such as small/tall, straight/curved and wide/narrow. Movements are controlled. Balance on different points of my body.
	<p>Knowledge</p> <ul style="list-style-type: none"> Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food 	<p>Knowledge</p> <ul style="list-style-type: none"> Talk about what they and others have done well and could improve Describe how their body feels during an activity. Know how to exercise safely by looking for space. Know why they have to warm up before exercis 	<p>Knowledge</p> <ul style="list-style-type: none"> Talk about the differences between my own and others' performances. Identify how a performance could be improved. Describe how my body feels during different activities, using parts of the body to describe the effects. Say what has gone well and why Know how to exercise safely by looking for space, others' and by warming up properly.

Participate in team games, developing simple tactics for attacking and defending	<ul style="list-style-type: none"> Young children are to be active and interactive; and to develop their co-ordination, control, and movement. Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles 	<ul style="list-style-type: none"> Play as part of a team Follow simple rules of a game 	<ul style="list-style-type: none"> Use the terms 'opponent' and 'team-mate' when playing games. Beginning to think of their own games and rules. They teach these to other people and develop some tactics for the game
Perform dances using simple movement patterns	<ul style="list-style-type: none"> Uses movement to express feelings Creates movement in response to music Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences 	<ul style="list-style-type: none"> Perform some dance moves. Moves together to make a short dance. Show rhythm in my dance. Choose the best movements to show different ideas. Move carefully with control and use space safely. Begin to choose movements to communicate a mood or feeling. Say what has gone well 	<ul style="list-style-type: none"> Perform my dance actions with control and co-ordination. Link two or more actions together to make a sequence. Remember and repeat dance movements. Choose the best movements to communicate a mood or feeling. Say what has gone well and why

National curriculum expectations	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Use running, jumping, throwing and catching in isolation and in combination	<ul style="list-style-type: none"> Sprint over a short distance. Begin to run over longer distances Range of throwing techniques (underarm, over arm, putting and hurling). Throw with accuracy to hit a target. Jump in a number of ways, sometimes using a short run-up Throw and catch a ball with increasing accuracy. Strike a ball and field with increasing accuracy 	<ul style="list-style-type: none"> Choose the best pace for running Make controlled take off and landings Accurately throw over different distance Combine running and jumping Strike a ball and field with control Throw and catch a ball with control and accuracy 	<ul style="list-style-type: none"> Link skills, techniques and ideas and apply them accurately and appropriately. Use controlled and skilful actions and movements Choose the best pace for running. Control take offs and landings when jumping. Accurate when throwing for distance. Combine running and jumping well. Take part in a range of athletic events Understand the key techniques for each athletic event 	<ul style="list-style-type: none"> Select and combine skills, techniques and ideas. Apply my skills, techniques and ideas accurately, appropriately and consistently. Show precision, control and fluency Identify strengths and weaknesses in different athletic events
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	<ul style="list-style-type: none"> Learn to deploy tactics in game situations Choose the appropriate tactics to cause a problem for the opposition. Follow rules in a game. Keep possession of a ball (feet, hockey stick, hands). Choose tactics to cause a problem for the opposition Begin to understand what competitive means 	<ul style="list-style-type: none"> Use a variety of techniques to pass the ball in a game Work in a team and alone to gain possession of the ball Use tactics when fielding Choose appropriate tactics in a game Understand what competitive means 	<ul style="list-style-type: none"> Work with a team or alone in attack and defence Strike a bowled ball. Use forehand and backhand when playing racquet games. Field well. Choose the most appropriate tactics in a game Play in a range of different positions Learn the importance of being a competitive sportsperson who understands how to win and lose 	<ul style="list-style-type: none"> Use tactics and follow rules. Plan my approach to attacking and defending. Use a range of shots and strokes to strike a ball. Strike a ball on the volley. Use game specific tactics Coach a team and offer them tactics to improve their game Use tactical vocabulary Identify my strengths and weaknesses in different positions Be a competitive sportsperson who understands how to win and lose

BLACK PEAR TRUST – SUBJECT PLAN - PE

Develop flexibility, strength, technique, control and balance	Gymnastics <ul style="list-style-type: none"> Become balanced in different positions Control shapes. Beginning to plan, perform and repeat sequences. Sequences include changes in speed and level. Improve strength and suppleness by practicing stretches and shapes. Begin to select equipment 	Gymnastics <ul style="list-style-type: none"> Their body is balanced. Shapes are controlled and held for a period of time. Sequences are planned, performed and repeated. Sequences include changes in speed and level. Improve strength and suppleness by practicing stretches and shapes. Select equipment 	Gymnastics <ul style="list-style-type: none"> Make complex sequences that include changes in direction, level and speed. Combine actions, shapes and balances in my gymnastic performance. Movements are clear, accurate and consistent. Prepare and perform to an audience. 	Gymnastics <ul style="list-style-type: none"> Practice and perform with control. Movements include very controlled balances, shapes, levels and actions. Link and adapt actions together into a well-timed sequence.
Perform dances using a range of movement patterns	<ul style="list-style-type: none"> Begin to improvise with ideas and movements. Design dance movements which communicate ideas. Refine my movements into sequences. Dance movements are clear and fluent. Know that dance can express a variety of things 	<ul style="list-style-type: none"> Improvise with ideas and movements. Dance movements communicate an idea. Refine my movements into sequences. Dance movements are clear and fluent. Know that dance can express a variety of things 	<ul style="list-style-type: none"> Be creative and imaginative in composing their own dances. Perform expressively. Movements are controlled and express emotion or feeling Begin to choose my own dance steps or movements and develop them. 	<ul style="list-style-type: none"> Refine my dances with style and artistic intention. Dance matches the mood of the accompanying music. Choose their own dance steps or movements and develop them.
Take part in outdoor and adventurous activity challenges both individually and within a team	<ul style="list-style-type: none"> Begin to follow a sketch map of places known to me. Learn to use plans and diagrams to help me get from one place to another. Enjoy solving problems or challenges outdoors. Work and behave safely. With support discuss with others' how to solve problems. 	<ul style="list-style-type: none"> Follow a sketch map of places known to me. Use plans and diagrams to help me get from one place to another. Enjoy solving problems or challenges outdoors. Work and behave safely. Discuss with others' how to solve problems. 	<ul style="list-style-type: none"> Use feedback to improve performance. Explain and apply basic safety principles in preparing for exercise. Describe the effects exercise has on my body. Describe how valuable physical exercise is to my health and fitness 	<ul style="list-style-type: none"> Evaluate mine and others performances and provide steps for improvement Explain how different parts of my body react during different types of exercise. Warm up and cool down in ways that suit the activity. Describe why regular, safe exercise is good for my fitness and health.

BLACK PEAR TRUST – SUBJECT PLAN - PE

<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<ul style="list-style-type: none"> • Begin to say how their work is similar to and different from others'. • Use this understanding to improve my own performance • With support, give reasons why warming up before an activity is important. • Give reasons why physical activity is good for health 	<ul style="list-style-type: none"> • How my work is similar to and different from others'. • Use this understanding to improve my own performance • Give reasons why warming up before an activity is important. • Give reasons why physical activity is good for my health and fitness 	<ul style="list-style-type: none"> • Use maps and diagrams to orientate myself. • Adapt my actions to changing situations (e.g. weather). • With others', plan careful responses to challenges or problems. • Compare and comment on the skills, techniques and ideas used in my work and in others'. • Begin to assess risk 	<ul style="list-style-type: none"> • Be careful but confident in unfamiliar environments. • Use my senses to assess risks and adapt my plans accordingly. • Prepare well by considering safety first. • Plan with others, seeking advice. • Analyse and comment on skills and techniques and how they are applied in their own and in others' work. • Modify and refine skills and techniques to improve performance.
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