

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.

To be working at 'EXPECTED' in PE ...

<u>ELG</u>	<u>Year 1</u>	<u>Year 2</u>
<ul style="list-style-type: none"> Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe <p>GREATER DEPTH:</p> <ul style="list-style-type: none"> Children can hop confidently and skip in time to music Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces 	<p>SKILL DEVELOPMENT. Children can:</p> <ul style="list-style-type: none"> copy and repeat actions and skills move with control and care <p>EVALUATING AND IMPROVING. Children can:</p> <ul style="list-style-type: none"> talk about what they have done describe what other people did <p>HEALTH AND FITNESS. Children can:</p> <ul style="list-style-type: none"> describe how their body feels before, during and after an activity <p>DANCE. Children can:</p> <ul style="list-style-type: none"> they explore and perform basic body actions? use different parts of the body singly and in combination show some sense of dynamic, expressive and rhythmic qualities in their own dance choose appropriate movements for different dance ideas remember and repeat short dance phrases and simple dances move with control vary the way they use space describe how their lungs / heart work when dancing describe basic body actions and simple expressive and dynamic qualities of movement <p>GAMES. Children can:</p> <ul style="list-style-type: none"> throw underarm roll a piece of equipment hit a ball with a bat move and stop safely catch with both hands throw and kick in different ways <p>GYMNASTICS. Children can:</p> <ul style="list-style-type: none"> make their body tense, relaxed, curled and stretched control their body when travelling / balancing copy sequences and repeat them roll, travel, balance, stretch and curl in different ways climb safely 	<p>SKILL DEVELOPMENT. Children can:</p> <ul style="list-style-type: none"> copy and remember actions repeat and explore actions with control and coordination <p>EVALUATING AND IMPROVING. Children can:</p> <ul style="list-style-type: none"> talk about what is different between what they did and what someone else did say how they could improve <p>HEALTH AND FITNESS. Children can:</p> <ul style="list-style-type: none"> show how to exercise safely describe how their body feels during different activities explain what their body needs to keep healthy <p>DANCE. Children can:</p> <ul style="list-style-type: none"> perform body actions with control and co-ordination choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling link actions remember and repeat dance phrases short dances, showing an understanding of expressive qualities describe the mood, feelings and expressive qualities of dance describe how dancing affects their body suggest ways they could improve their work <p>GAMES. Children can:</p> <ul style="list-style-type: none"> use hitting, kicking and/or rolling in a game stay in a 'zone' during a game decide where the best place to be is during a game use one tactic in a game and follow rules <p>GYMNASTICS. Children can:</p> <ul style="list-style-type: none"> plan and show a sequence of movements use contrast in their sequences use controlled movements think of more than one way to create a sequence which follows a set of 'rules' work alone and with partner to create a sequence

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 exercise 	<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.

BLACK PEAR TRUST – SUBJECT PLAN - PE

<p>Participate in team games, developing simple tactics for attacking and defending</p>	<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 'teammate' 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
<p>Perform dances using simple movement patterns</p>	<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

To be working at '**EXPECTED**' in PE ... :

<u>Year 3</u>	<u>Year 4</u>
<p>SKILL DEVELOPMENT. Children can:</p> <ul style="list-style-type: none"> • select and use the most appropriate skills, actions or ideas • move and use actions with co-ordination and control <p>EVALUATING AND IMPROVING. Children can:</p> <ul style="list-style-type: none"> • explain how their work is similar and different from that of others • recognise (with help) how performances could be improved <p>HEALTH AND FITNESS. Children can:</p> <ul style="list-style-type: none"> • explain why it is important to warm-up and cool-down • identify some muscle groups used in gymnastic activities <p>DANCE. Children can:</p> <ul style="list-style-type: none"> • improvise freely, translating ideas from a stimulus into movement • create dance phrases that communicate ideas • share and create phrases with a partner and in small groups • repeat, remember and perform these phrases in a dance • use dynamic, rhythmic and expressive qualities clearly and with control • understand the importance of warming-up and cooling-down • recognise and talk about the movements used and the expressive qualities of dance • suggest improvements to their own and other people's dances <p>GAMES. Children can:</p> <ul style="list-style-type: none"> • throw and catch with control when under limited pressure • be aware of space and use it to support team-mates and cause problems for the opposition • know and use rules fairly to keep games going • keep possession with some success when using equipment that is not used for throwing and catching skills <p>GYMNASTICS. Children can:</p> <ul style="list-style-type: none"> • use a greater number of their own ideas for movement in response to a task • adapt sequences to suit different types of apparatus and their partner's ability • explain how strength and suppleness affect performances • compare and contrast gymnastic sequences, commenting on similarities and differences <p>ATHLETICS. Children can:</p> <ul style="list-style-type: none"> • run at fast, medium and slow speeds, changing speed and direction • link running and jumping activities with some fluency, control and consistency • make up and repeat a short sequence of linked jumps • take part in a relay activity, remembering when to run and what to do • throw a variety of objects, changing their action for accuracy and distance 	<p>The year 3 statements, PLUS:</p> <p>SKILL DEVELOPMENT. Children can:</p> <ul style="list-style-type: none"> • make up their own small-sided game <p>EVALUATING AND IMPROVING. Children can:</p> <ul style="list-style-type: none"> • use their comparisons of others to improve their work <p>HEALTH AND FITNESS. Children can:</p> <ul style="list-style-type: none"> • explain why keeping fit is good for their health <p>DANCE. Children can:</p> <ul style="list-style-type: none"> • respond imaginatively to a range of stimuli related to character and narrative • use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group • refine, repeat and remember dance phrases and dances • perform dances clearly and fluently • show sensitivity to the dance idea and the accompaniment • show a clear understanding of how to warm-up and cool-down safely • describe, interpret and evaluate dance, using appropriate language <p>GAMES. Children can:</p> <ul style="list-style-type: none"> • catch with one hand • throw and catch accurately • hit a ball accurately and with control • keep possession of the ball • move to find a space when they are not in possession during a game • vary tactics and adapt skills according to what is happening <p>GYMNASTICS. Children can:</p> <ul style="list-style-type: none"> • work in a controlled way • include change of speed, direction and include a range of shapes • follow a set of 'rules' to produce a sequence • work with a partner to create, repeat and improve a sequence with at least three phases <p>ATHLETICS. Children can:</p> <ul style="list-style-type: none"> • run over a long distance • spring over a short distance • throw and jump in different ways • hit a target <p>OUTDOORS/ADVENTUROUS. Children can:</p> <ul style="list-style-type: none"> • follow a map in a more demanding familiar context • move from one location to another following a map • use clues to follow a route • follow a route accurately, safely and within a time limit

Year 5

SKILL DEVELOPMENT. Children can:

- link skills, techniques and ideas and apply them accurately and appropriately
- show good control in their movements

EVALUATING AND IMPROVING. Children can:

- compare & comment on skills, techniques & ideas that they and others have used
- use their observations to improve their work

HEALTH AND FITNESS. Children can:

- explain some important safety principles when preparing for exercise
- explain what effect exercise has on their body and why it is important

DANCE. Children can:

- plan and perform dances confidently
- compose motifs and plan dances creatively and collaboratively in groups
- adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use
- perform different styles of dance clearly and fluently
- organise their own warm-up and cool-down exercises
- show an understanding of safe exercising
- recognise and comment on dances, showing an understanding of style
- suggest ways to improve their own and other people's work

GAMES. Children can:

- gain possession by working as a team
- pass in different ways
- use forehand and backhand with a racquet
- field
- choose the best tactics for attacking and defending
- use a number of techniques to pass, dribble and shoot

GYMNASTICS. Children can:

- make complex or extended sequences
- combine action, balance and shape
- perform consistently to different audiences
- make movements accurate, clear and consistent

ATHLETICS. Children can:

- be controlled when taking off and landing in a jump
- throw with accuracy
- combine running and jumping
- follow specific rules

OUTDOORS/ADVENTUROUS. Children can:

- follow a map in an unknown location
- use clues and compass directions to navigate a route
- change their route if there is a problem
- change their plan if they get new information

Year 6

SKILL DEVELOPMENT. Children can:

- apply their skills, techniques and ideas consistently
- show precision, control and fluency

EVALUATING AND IMPROVING. Children can:

- analyse and explain why they have used specific skills or techniques
- modify use of skills or techniques to improve their work
- create their own success criteria for evaluating

HEALTH AND FITNESS. Children can:

- explain how the body reacts to different kinds of exercise
- choose appropriate warm ups and cool downs
- explain why we need regular and safe exercise

DANCE. Children can:

- work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dances
- perform to an accompaniment expressively and sensitively
- perform dances fluently and with control
- warm-up and cool-down independently
- understand how dance helps to keep them healthy
- use appropriate criteria to evaluate and refine their own and others' work
- talk about dance with understanding, using appropriate language & terminology

GAMES. Children can:

- explain complicated rules
- make a team plan and communicate it to others
- lead others in a game situation

GYMNASTICS. Children can:

- combine their own work with that of others
- link their sequences to specific timings

ATHLETICS. Children can:

- demonstrate stamina
- use their skills in different situations

OUTDOORS/ADVENTUROUS. Children can:

- plan a route and series of clues for someone else
- plan with others taking account of safety and danger

National curriculum expectations	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Use running, jumping, throwing and catching in isolation and in combination</p>	<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
<p>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</p>	<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

<p>Develop flexibility, strength, technique, control and balance</p>	<p>Gymnastics</p> <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 	<p>Gymnastics</p> <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 	<p>Gymnastics</p> <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. 	<p>Gymnastics</p> <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.
<p>Perform dances using a range of movement patterns</p>	<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.
<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<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.

<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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