Physical Education Curriculum

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.

Aims

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.

Subject content

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.

HCAT Key Concepts					
All Sports – Analysing Performance & Sporting Conduct					
Health & Exercise					
Games	**Dance**	**Gymnastics**	**Athletics**	**Swimming**	**Outdoor & Adventurous**
Invasion	Movement	Balance & Technique	Running	Distance	Confidence
Striking & Fielding	Choreography	Movement	Jumping	Strokes	Resilience
Tactics (Attacking & Defencing)	Performance & Appreciation	Travelling	Throwing	Confidence & Control	

PE Long Term Plan

CYCLE A	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KEY STAGE 1	**GAMES** BALL SKILLS BENCH BALL	DANCE	GYMNASTICS	**GAMES** BASKETBALL	ATHLETICS	**GAMES** TENNIS BADMINTON
LOWER KEY STAGE 2	**GAMES** HOCKEY TAG RUGBY	DANCE	GYMNASTICS	**GAMES** NETBALL BASKETBALL	ATHLETICS	**GAMES** TENNIS BADMINTON
UPPER KEY STAGE 2	**GAMES** HOCKEY TAG RUGBY	DANCE	GYMNASTICS	**GAMES** NETBALL BASKETBALL	ATHLETICS	OUTDOOR & ADVENTUROUS
			UKS2: SWIMMING (YEAR 5 ONLY)			
EXTRA-CURRICULAR	HOCKEY MULTI-SKILLS TAG RUGBY	DANCE AXE THROWING	GYMNASTICS	BASKETBALL NETBALL	ROUNDERS ATHLETICS	TENNIS ORIENTEERING

CYCLE B	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KEY STAGE 1	**GAMES** THROWING AND CATCHING SKILLS HANDBALL	DANCE	GYMNASTICS	**GAMES** DODGEBALL	ATHLETICS	**GAMES** ROUNDERS KWIK CRICKET
LOWER KEY STAGE 2	**GAMES** FOOTBALL HANDBALL	DANCE	GYMNASTICS	**GAMES** BENCH BALL DODGEBALL	ATHLETICS	OUTDOOR & ADVENTUROUS
UPPER KEY STAGE 2	**GAMES** FOOTBALL HANDBALL	DANCE	GYMNASTICS	**GAMES** BENCH BALL DODGEBALL	ATHLETICS	**GAMES** ROUNDERS KWIK CRICKET
			UKS2: SWIMMING (YEAR 5 ONLY)			
EXTRA-CURRICULAR	FOOTBALL BALL SKILLS	DANCE	GYMNASTICS	DODGEBALL BENCHBALL	ATHLETICS ROUNDERS	KWIK CRICKET ROUNDERS ORIENTEERING

All Sports – Analysing Performance & Sporting Conduct	EYFS	KS1	LKS2	UKS2
Analyse and comment on skills and techniques.	I understand what I skills or techniques I have used. I can describe what others have done.	I can identify similarities and differences between my work and others. I know what has gone well and can explain why. I can use my understanding of skill and technique to improve my own performance.	I can compare and comment on the skills and techniques used in my work and in others. I can use my understanding of skills and techniques to suggest improvements for others performance.	I understand how to analyse and comment on skills and techniques and how they have been applied in my own and others' work. I know how to modify and refine my skills and techniques to improve my performance.
Develop an understanding of the attributes of good sporting conduct.	I understand that there are rules within games. I can celebrate successes of participating teams.	I know how to play a game fairly and in a sporting manner. I can identify and follow the rules of games.	I can demonstrate values (positive attitude, effort, respect, responsibility, fairness, and integrity) within sports participation.	I can acknowledge the sporting contributions of players from other teams. I can demonstrate values (positive attitude, effort, respect, responsibility, fairness, and integrity) within sports participation.

Health & Exercise	EYFS	KS1	LKS2	UKS2
Children understand what exercise is, how to prepare for exercise it and how this impacts on health.	I know what exercise is. I can participate in a warm-up.	I know that there are different types of exercise. I know that the purpose of exercise is to be healthy or keep fit. I know why warming-up is an important part of exercising.	I know how exercise can positively impact on my health. I know that different warm-ups prepare my body in different ways.	I know how diet and exercise impacts on how my body functions. I know which type of warm-up is most suitable for the exercise which I am participating in.

			KS1		LKS2		KS2	
GAMES – Football, Rugby, Hockey, Basketball, Netball, Handball	**Invasion**	**EYFS**	**Cycle A**	**Cycle B**	**Cycle A**	**Cycle B**	**Cycle A**	**Cycle B**
	Passing/Receiving	I can pass a ball.	I can pass a ball in different ways.	I know how to use different types of passes for purpose.	I know how to pass and receive a ball with control and accuracy.	I can investigate different ways of passing and know when each is appropriate.	I can choose an appropriate type of pass and use this accurately within a game.	I can accurately pass and receive a ball whilst under pressure.
	Catching/Dribbling	I can roll a ball or hoop with some accuracy.	I know basic sending and receiving techniques.	I use hand-eye coordination to control a ball.	I know how to pass and catch and/or dribble a ball.	I know how to pass and catch and/or dribble a ball with accuracy.	I know how to travel with a ball with correct footwork/awareness of offside rules.	I can apply my understanding to a competitive game situation.
	Attacking/Defending/ Movement		I can use coordination, accuracy, and weight transfer when moving.	I know how to use possession to move towards the goal.	I know when and how to meet a challenge.	I know the correct technique for tackling an opponent.	I can work with my team or alone to maintain or gain possession.	I know how to use space to advance gameplay.
GAMES – Cricket, Rounders, Tennis, Badminton	**Striking and Fielding**	**EYFS**	**KS1**		**LKS2**		**KS2**	
			Cycle A	**Cycle B**	**Cycle A**	**Cycle B**	**Cycle A**	**Cycle B**
	Throwing	I can throw a ball underarm.	I can throw a ball in different ways.	I know how to use different types of throws for purpose (distance/speed).	I can throw and catch a ball with control and accuracy (Including bowling).	I can investigate different ways of throwing and know when each is appropriate.	I can choose an appropriate type of throwing and use this accurately within a game.	I can accurately throw and catch whilst under pressure.
	Catching	I know how to move to catch or collect.	I know the correct technique for catching a ball.	I can use the correct technique to catch a ball.	I know how to be controlled and skilful in my action and movements.	I know how to use ABC (agility, balance, coordination) to move into good positions for catching.	I can refine my positioning for catching within a game.	I can apply my skills for throwing and catching within a game situation.
	Striking (Replace 'ball' with alternatives, if necessary, i.e. shuttlecock)	I know how to hit a ball.	I know how to accurately strike a ball with a racquet or bat.	I know how to position the body to strike a ball.	I know how to strike a bowled ball.	I know how to strike a ball with control (distance/speed/ accuracy). I know how to serve underarm. I know how to use forehand and backhand in racquet games. I know how to use the correct grip of the racket and get in the ready position.	I know how to use a range of shots when striking a ball. I know how to serve overhead. I know how to play a range of shots and strokes (ground strokes & volleys). I know how to build up a rally.	I know how to combine my skills and choose which type of shot to use when striking a ball. I know the difference between a high and low serve. I know how to select appropriate shots for attacking. I can develop my knowledge and understanding of principles within a doubles game.

	Tactics	EYFS	KS1		LKS2		KS2	
			Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
GAMES – Attacking & Defending	**Defending**	I can identify when my team is attacking or defending.	I can decide where to position myself in a game.	I know I need to position myself differently if attacking or defending.	I know where to position myself when defending to make it difficult for opponents to attack.	I know how to react to situations in ways that make it difficult for opponents to win.	I know how to mark an opponent when defending.	I understand how to plan my approach to attacking and defending.
	Attacking	I can identify when my team is attacking or defending.	I can decide where to position myself in a game.	I know where to position myself when attacking.	I know how to use space effectively whilst attacking.	I can communicate effectively with my team to create opportunities for attacking.	I understand how to 'get free' to maximise attacking opportunities.	
	Roles & Positions	I can identify where the ball is during play and which team has possession.	I know which direction my team is attacking, and I can contribute.	I know which positions are attacking and which are defending.	I know the restrictions of different roles in a team.	I understand the role of my position within my team.	I understand the roles of different positions within the team.	I know how to utilise my teammates in different positions to maximise opportunities for scoring.

Dance	EYFS	KS1		LKS2		KS2	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Movement	I know how to copy actions. I can repeat and explore movements.	I know how to explore a variety of movements. I can explore basic body patterns and movements to music.	I can explore different levels and speeds of movement within dance. I know how to use a variety of movements to form a group dance, exploring, turning rotation and circular shapes. I know how to explore, repeat, and link a range of actions with coordination.	I explore dance movements and create patterns of movement. I know how to select and explore movements, responding imaginatively to a stimuli. I know how to explore movements considering the size of the movements, tempo, dynamics, floor pattern, air movement and levels. I know how to explore, repeat, and link a range of actions with coordination. I know how to respond to a beat, using music as a stimulus to influence dance.	I know how to identify and practise the patterns and actions of a chosen dance style. I am developing choreographic skill incorporating more free and creative thinking. I know how to develop good co-ordination within a sequence of movements. I know how to use music to influence movement with increasing skill.	I know how to show precision and control when practicing actions from a chosen dance style. I know how to develop movements to incorporate at least one lift in a sequence of movements. I know how to use floor plans to determine my movements including identifying a starting and finishing area.	I know how to use choreographed movements and patterns to tell a narrative. I know how to use equipment to create an improvised movement. I know how to use movements in a creative style and make used of the floor plan.

Choreography	I can move carefully with control. I can choose the best movements to show different ideas.	I know a variety of movements that can form a short dance phase. I can perform a variety of movements to form a group dance.	I know how to use an air pattern, jump and shape to form a short dance phase. I know how to work as a group to recall choreography, rehearse and refine ideas.	I know how to work as a group to select learnt positions and movements to create short dance phases. I know how to use choreographic devices to enhance dance phases including choreographing a solo performance.	I know how to develop synchronisation when working in a group (including different rhythms). I know how to create a choreographed dance routine.	I know how to use versatile movements within a dance sequence (including a range of levels and directions). I know how to choreograph a sequence of movements that use contact between two or more people.	I know how to link several movements and patters within a dance sequence. I know how to use choreographed movements and patterns to tell a narrative, adpat movements in a creative style and use utilise a floor plan within my dance.
Performance & Appreciation	I know how to perform some dance moves.	I know how to perform my dance actions with control and co-ordination. I can observe others and identify similarities within pieces.	I know how to make my dance sequences clear and fluent. I know how to observe others work and give feedback.	I know how to express emotions through dance. I know how to organise sections of a dances to create one piece, working with other group members.	I know how to perform and evaluate my own and others' work. I know how to develop a dance when creating a piece, I perform in unison and sync with group members.	I understand how to rehearse and perform choreographed dance phases of increasing complexity. I know how to assess other people's performances and provide critical feedback in relation to desired outcomes.	I know how to perform choreographed dance narratives, improve movements, and develop timing and spacing. I know how to provide feedback to other performances using increasing critical feedback and making suggestions for improvements.

Gymnastics	EYFS	KS1		LKS2		KS2	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Balance & Technique	I know how to develop a fluent style of moving with control (running faster, jumping further)	I know how to use space effectively using agility, balance, and coordination. I know how to copy, mirror, and create a short routine with matching actions.	I know how to use medium level shapes with linking, mirroring, and balances. I know how to balance and travel with a partner using mirroring technique.	I know how to use low and medium level shapes, matching and mirroring and contrasting shapes within my sequence. I know how to perform mirrored and matching travels and balances with a partner.	I know how to use: matching balances, matching balances on apparatus and contrasting balances on and over apparatus. I know how to complete mirroring actions along different pathways and levels including basic rolls.	I know how to use a range of rolls within my routine (jumping rolls, build into rolling from and into pike position. I know how to plan a sequence of movements on apparatus as an individual and as part of a group routine.	I know how to incorporate strands into cannon or unison performances (Performing rotation, balances and strands in unison and cannon). I understand how to combine balancing and travelling to produce a floor routine including matching. I can produce a mirroring routine with a partner on apparatus.

Movement	I know how to develop movements through hopping and skipping.	I know how to safely take weight on my hands and feet. I know how to copy and name basic low-level shapes. I know how to link shapes and rolls to form a short sequence.	I know how and can compare low and medium level shapes. I know how to roll safely using a variety of rolling techniques I know how to incorporate two shapes into this sequence. I know how to perform low level shapes with some precision and perform shapes in flight.	I know how to take weight confidently on my hands (developing core strength). I know how to roll safely, exploring different rolling methods (from and backward roll).	I know how to perform a shoulder and headstand safely without support.	I know how to perform both a stag jump and split leap. I know how to progress from a cartwheel to a round-off.	I know how to perform shoulder headstands, cartwheels, and handstands safely without support.
Travelling	I know how to move around space in different ways.	I know how to use different styles of travelling: under, over and through (beginning to use apparatus). I know how to jump and land safely whilst exploring different jump techniques.	I know how to use apparatus safely with entrances, exits, balances and medium level shapes. I know how to jump and land safely using apparatus (including various heights, directions, and landings).	I know how to perform a wide range of shapes and balances on apparatus. I know how to perform shapes in flight, on and off a piece of apparatus (including turn, twist, and spin). I know how to perform a range of jumps and leaps from varying heights.	I know how to perform a forward roll with appropriate entrances and exits including on, off and over apparatus. I know how to link movements by performing jumps, turns, and pivots.	I know how to perform forwards and backward rolls with a range of entrances and exits. I know how to transition from a headstand into a forward roll as part of a routine. I know how to vault safely with a range of entrances and exits. I know how to exit into rolls and various landings.	I know how to roll on, off and over apparatus within routines. I know how to use counter-balances and counter tension balances. I know how to roll in sequences on, off and over apparatus (including partner routines).

Athletics	EYFS	KS1		LKS2		KS2	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Running	I know how to run with some coordination.	I know how to prepare to run from a standing start (developing speed and coordination). I know how to run for speed.	I know how to develop control and fluency in movements whilst running a short distance at speed. I know I need to make changes to running when completing different distances.	I know how to change over the baton appropriately (including passing a baton from a standing start). I know how to run for speed, including running over long distances. I understand the basics of hurdling (keeping my head the same height throughout jumping).	I know how to communicate with my team during relay changeovers. I know how to improve my running technique (including the sprint finish and maintaining pace). I know how to challenge myself whilst sprinting and track my performance.	I understand how to run relays within my given zone and can change the baton over with increased skill. I understand how to develop running for speed (including sprinting from a start finish and sprinting further distance over a given time). I know how to hurdle (including the role of the lead and trail leg, applying skill to a competitive situation).	I know how to adjust my running style in a range of athletics events (sprinting to long distance running). I know how to run with greater fluency and speed, including hurdling, using the correct stride pattern. I know how to analyse the changes in speeds when sprinting and hurdling.
Jumping	I know different ways to jump (stationary jump, jumping while running).	I know how to jump for distance.	I know how to jump for distance (developing an awareness of space, height, and distance).	I know how to jump for distance from a standing start.	I understand the technique required to jump for height.	I know the technique required for jumping for distance (triple jump).	I understand how to use the correct techniques for all jumps and can demonstrate this in a competitive situation.
Throwing	I know different ways to throw (under arm, over arm)	I know how to throw with some accuracy (developing hand-eye coordination). I know how to throw and aim with accuracy towards a given target.	I know how to choose the best way to throw different pieces of equipment depending on size and weight (javelin/shotput).	I know how to throw for greater distances, using a range of techniques (javelin/shotput).	I know how to throw for distance using the overhead heave and fling throw. I know how to record my performance and challenge myself to improve.	I know how to throw a javelin from a standing start.	I understand which technique is most appropriate dependent on goal.

	Swimming	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Swimming	Distance Strokes Confidence and control						I can swim between 50 and 100 metres. I can swim over 100 metres. My swimming uses arms and legs in a confident and co-ordinated manner. I can use breast, front crawl, and back stroke styles confidently. I swim fluently. I can use all three strokes with confidence and can sustain this for over 2 minutes. I can describe personal survival skills. I can breathe so that the pattern of my swimming is not interrupted.	

	Confidence & resilience	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Outdoor & Adventurous Activity						I know how to recognise and evaluate my own success. I understand that some activities will challenge me as an individual and as part of a team. I know how to communicate effectively with others to solve problems. I understand that people may have different role in adventurous activities.		I can evaluate my participation in a range of adventurous activities. I understand that some activities will present mental and physical challenges. I know how to communicate with others to build trust and provide support. I know the purpose of the different roles in adventurous activity and can challenge myself to take on different roles.