

| Physical Education <b>Autumn</b> <b>Spring</b> <b>Summer</b>  |               |  |               |               |
|---|---------------|--|---------------|---------------|
| National Curriculum Objectives Key Stage 1  |               | National Curriculum Objectives Key Stage 2   |               |               |
| <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, balancing, agility and coordination and apply to activities</li> <li>• Participate in team games developing simple tactics for attacking and defending</li> <li>• Perform dances using simple movement patterns</li> </ul> |               | <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Play competitive games and apply principles of attacking and defending</li> <li>• Develop gymnastic skills</li> <li>• Perform dances using a range of movement patterns</li> <li>• Individually and as a group take part in outdoor adventure activities</li> <li>• Compare performances to achieve personal bests</li> <li>• Swim competently for at least 25m</li> <li>• Use a range of strokes effectively</li> <li>• Perform safe self-rescue in water-based situations</li> </ul> |               |               |
| Essential Areas of Learning   | End of Year 1 | End of Year 3  | End of Year 5 | End of Year 6 |

|  |                     |   |   |  |   |
|--|---------------------|---|---|--|---|
| <p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> | <p>1. Athletics</p> | <ol style="list-style-type: none"> <li>1. To develop confidence in fundamental movements</li> <li>2. To experience jumping, sliding, rolling, moving over, under and on apparatus</li> <li>3. To develop coordination and gross motor skills</li> <li>4. To develop confidence in fundamental movements</li> <li>5. To learn and refine a variety of shapes, jumps, balances and rolls</li> <li>6. To link simple balance, jump and travel actions</li> <li>7. Skip in isolation and with rope</li> <li>8. Pupils will begin to link running and jumping.</li> <li>9. To learn and refine a range of running which includes varying pathways and speeds.</li> <li>10. Develop throwing techniques to send objects over long distances.</li> <li>11. Increase stamina and core strength needed to undertake athletics activities.</li> <li>12. Take part in a broad range of opportunities to extend strength, balance, agility and coordination.</li> <li>13. Cooperate with others to carry out more complex tasks.</li> </ol> | <ol style="list-style-type: none"> <li>1. Develop power, agility, coordination and balance over a variety of activities.</li> <li>2. Can throw and handle a variety of objects including quoits, beanbags, balls, hoops.</li> <li>3. Can negotiate obstacles showing increased control of body and limbs.</li> <li>4. Improve running and jumping movements, work for sustained periods of time.</li> <li>5. Reflect on activities and make connections between a healthy active lifestyle.</li> <li>6. Experience and improve on jumping for distance and height.</li> <li>7. Control movements and body actions in response to specific instructions.</li> <li>8. Demonstrate agility and speed.</li> <li>9. Jump for height and distance with control and balance.</li> <li>10. Throw with speed and power and apply appropriate force.</li> </ol> | <ol style="list-style-type: none"> <li>1. Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities.</li> <li>2. Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.</li> <li>3. Sustain pace over short and longer distances such as running 100m and running for 2 minutes.</li> <li>4. Able to run as part of a relay team working at their maximum speed.</li> <li>5. Perform a range of jumps and throws demonstrating increasing power and accuracy</li> </ol> | <ol style="list-style-type: none"> <li>1. Become confident and expert in a range of techniques and recognise their success.</li> <li>2. Apply strength and flexibility to a broad range of throwing, running and jumping activities.</li> <li>3. Work in collaboration and demonstrate improvement when working with self and others.</li> <li>4. Accurately and confidently judge across a variety of activities.</li> </ol> |
|--|---------------------|---|---|--|---|

|                 |  |   |   |   |
|-----------------|--|---|---|---|
| <p>2. Dance</p> | <ol style="list-style-type: none"> <li>1. Recognise that actions can be reproduced in time to music; beat patterns and different speeds</li> <li>2. Perform a wide variety of dance actions both similar and contrasting</li> <li>3. Copy, repeat, and perform simple movement patterns</li> <li>4. Count and move to beats of 8.</li> <li>5. Copy and repeat movement patterns.</li> <li>6. Work as an individual, in partners, and as a group</li> <li>7. Respond to a range of stimuli and types of music.</li> <li>8. Explore space, direction, levels and speeds.</li> <li>9. Experiment creating actions and performing movements with different body parts.</li> <li>10. Able to build simple movement patterns from given actions.</li> <li>11. Compose and link actions to make simple movement phrases.</li> <li>12. Respond appropriately to supporting concepts such as canon and levels.</li> </ol> | <ol style="list-style-type: none"> <li>1. Describe and explain how performers can transition and link shapes and balances.</li> <li>1. Perform basic actions with control and consistency at different speeds and on different levels.</li> <li>2. Challenge themselves to move imaginatively responding to music.</li> <li>3. Work as part of a group to create and perform short movement sequences to music.</li> <li>4. Perform using more sophisticated formations as well as an individual.</li> <li>5. Explore relationships through different dance formations.</li> <li>6. Explain the importance of emotion and feeling in dance.</li> <li>7. Use the stimuli to copy, repeat and create dance actions and motifs.</li> <li>8. Practise different sections of a dance aiming to put together a performance.</li> <li>9. Perform using facial expressions.</li> <li>10. Perform with a prop.</li> <li>11. Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies.</li> <li>12. Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance.</li> </ol> | <ol style="list-style-type: none"> <li>1. Work to include freeze frames in routines.</li> <li>1. Practise and perform a variety of different formations in dance.</li> <li>2. Develop a dance to perform as a group with a set starting position.</li> <li>3. Developing choreography and devising skills in relation to a theme.</li> <li>4. Exploring dynamic quality and formations to communicate character.</li> <li>5. Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.</li> <li>6. Perform different styles of dance fluently and clearly.</li> <li>7. Refine &amp; improve dances adapting them to include the use of space rhythm &amp; expression.</li> <li>8. Worked collaboratively in groups to compose simple dances.</li> <li>9. Recognise and comment on dances suggesting ideas for improvement.</li> <li>10. Developing choreography and devising skills in relation to a theme.</li> <li>11. Exploring dynamic quality and formations to communicate character.</li> <li>12. Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.</li> </ol> | <ol style="list-style-type: none"> <li>1. Work collaboratively to include more complex compositional ideas</li> <li>2. Develop motifs and incorporate into self composed dances as individuals, pairs &amp; groups</li> <li>3. Talk about different styles of dance with understanding, using appropriate language &amp; terminology</li> <li>4. Developing group devices and greater use of teamwork.</li> <li>5. Demonstrating narrative through contact and relationships</li> <li>6. Showing tension through pattern and formation</li> </ol> |
|-----------------|--|---|---|---|

|                      |  |   |  |   |
|----------------------|--|---|--|---|
| <p>3. Gymnastics</p> | <ol style="list-style-type: none"> <li>1. To develop confidence in fundamental movements</li> <li>2. To experience jumping, sliding, rolling, moving over, under and on apparatus</li> <li>3. To develop coordination and gross motor skills</li> <li>4. To develop confidence in fundamental movements</li> <li>5. To learn and refine a variety of shapes, jumps, balances and rolls</li> <li>6. To link simple balance, jump and travel actions</li> <li>7. Explore balance and managing own body including manipulating small objects</li> <li>8. Able to stretch, reach, extend in a variety of ways and positions *</li> <li>9. Able to control body and perform specific movements on command</li> <li>10. Explore a variety of rolling, sliding and slithering.</li> <li>11. Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet</li> <li>12. Participate in a variety of small group co-operative activities.</li> <li>13. Identify and use simple gymnastics actions and shapes.</li> <li>14. Apply basic strength to a range of gymnastics actions.</li> <li>15. Begin to carry simple apparatus such as mats and benches.</li> <li>16. To recognise 'like' actions and link them.</li> <li>17. To perform a variety of basic gymnastics actions showing control.</li> <li>18. To introduce turn, twist, spin, rock and roll and link these into movement patterns.</li> <li>19. To perform longer movement phrases and link with confidence.</li> </ol> | <ol style="list-style-type: none"> <li>1. Describe and explain how performers can transition and link gymnastic elements.</li> <li>2. Perform with control and consistency basic actions at different speeds and on different levels.</li> <li>3. Challenge themselves to develop strength and flexibility.</li> <li>4. Create and perform a simple sequence that is judged using simple gymnastic scoring.</li> <li>5. Develop body management through a range of floor exercises.</li> <li>6. Use core strength to link recognised gymnastics elements, e.g., back support and half twist.</li> <li>7. Attempt to use rhythm while performing a sequence.</li> <li>8. Modify actions independently using different pathways, directions and shapes.</li> <li>9. Consolidate and improve the quality of movements and gymnastics actions.</li> <li>10. Relate strength and flexibility to the actions and movements they are performing.</li> <li>11. To use basic compositional ideas to improve sequence work.</li> <li>12. Identify similarities and differences in sequences.</li> <li>13. Develop body management over a range of floor exercises.</li> <li>14. Attempt to bring explosive moves into floor work through jumps and leaps.</li> <li>15. Show increasing flexibility in shapes and balances.</li> </ol> | <ol style="list-style-type: none"> <li>1. To become increasingly competent and confident to perform skills more consistently.</li> <li>2. Able to perform in time with a partner and group.</li> <li>3. Independently use compositional ideas in sequences such as changes in height, speed and direction.</li> <li>4. Develop an increased range of body actions and shapes to include in a sequence.</li> <li>5. Define muscles groups needed to support the core of their body.</li> <li>6. Refine taking weight on small and large body parts, for example, hand and shoulder.</li> <li>7. Create longer and more complex sequences and adapt performances.</li> <li>8. Take the lead in a group when preparing a sequence.</li> <li>9. Develop symmetry individually, as a pair and in a small group.</li> <li>10. Compare performances and judge strengths and areas for improvement.</li> <li>11. Select a component for improvement. For example - timing or flow.</li> <li>12. Take responsibility for own warm-up including remembering and repeating a variety of stretches.</li> <li>13. Perform more complex actions, shapes and balances with consistency.</li> <li>14. Use information given by others to improve performance.</li> </ol> | <ol style="list-style-type: none"> <li>1. Lead group warm-up showing understanding of the need for strength and flexibility.</li> <li>2. Demonstrate accuracy, consistency, and clarity of movement.</li> <li>3. Work independently and in small groups to make up own sequences.</li> <li>4. Arrange own apparatus to enhance work and vary compositional ideas.</li> <li>5. Experience flight on and off of high apparatus.</li> <li>6. Perform increasingly complex sequences.</li> <li>7. Combine own ideas with others to build sequences.</li> <li>8. Compose and practise actions and relate to music.</li> <li>9. Show a desire to improve across a broad range of gymnastics actions.</li> </ol> |
|----------------------|--|---|--|---|

|                          |  |   |   |   |
|--------------------------|--|---|---|---|
| <p>4. Invasion Games</p> | <ol style="list-style-type: none"> <li>1. Agility-based activities moving and controlling objects</li> <li>2. To practice basic movements including running, jumping, throwing and catching.</li> <li>3. To begin to engage in competitive activities.</li> <li>4. To experience opportunities to improve agility, balance and coordination.</li> <li>5. To recognise rules and apply them in competitive and cooperative games.</li> <li>6. Use and apply simple strategies for invasion games.</li> <li>7. Preparing for, and explaining the reasons why we enjoy exercise.</li> </ol> | <ol style="list-style-type: none"> <li>1. Can send a ball using feet and can receive a ball using feet.</li> <li>2. Refine ways to control bodies and a range of equipment.</li> <li>3. Recall and link combinations of skills, e.g. dribbling and passing.</li> <li>4. To select and apply a small range of simple tactics.</li> <li>5. Recognise good quality in self and others.</li> <li>6. To work with others to build basic attacking play.</li> <li>7. To perform some basic invasion games skills, throwing, catching, kicking and dribbling.</li> <li>8. To build attacking/offensive play.</li> <li>9. Able to show basic control skills including sending and receiving the ball.</li> <li>10. To send the ball with some accuracy to maintain possession and build attacking play.</li> <li>11. Able to implement basic rules of modified games e.g. basketball.</li> <li>12. Develop motor skills to handle sticks with ease and improve agility.</li> <li>13. Show basic skills to maintain possession.</li> <li>14. Use space efficiently to build an attack.</li> <li>15. Link skills to perform as a team.</li> </ol> | <ol style="list-style-type: none"> <li>1. Show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting</li> <li>2. Develop a wider range of ball handling skills</li> <li>3. Use footwork rules in a game situation and explore basic marking.</li> <li>4. Passing over longer distance.</li> <li>5. Moving towards the ball to receive the pass.</li> <li>6. Pass and move with the ball as a team to build attacks.</li> <li>7. Apply a small range of tactics in a competitive situation.</li> <li>8. Demonstrate increased speed and endurance during game play.</li> <li>9. Evaluating skills, tactics and team play to aid improvement.</li> <li>10. Use strength, agility and coordination when defending.</li> <li>11. Increase power and strength of passes, moving the ball accurately in a variety of situations.</li> <li>12. Select and apply a range of tactics and techniques and play with consistency.</li> <li>13. To play effectively in a variety of positions and formations on the pitch.</li> <li>14. Relate a greater number of attacking and defensive tactics to gameplay</li> <li>15. Become more skilful when performing movements at speed.</li> <li>16. Select and apply appropriate skill in a game situation.</li> <li>17. Play effectively as a team in defence taking individual responsibility for your role.</li> </ol> | <ol style="list-style-type: none"> <li>1. Apply aspects of fitness to the game such as power, strength, agility and coordination.</li> <li>2. Choose and implement a wider range of strategies to play defensively and offensively.</li> <li>3. Grasp more technical aspects of the game.</li> <li>4. Observe, recognise and analyse good individual and team performances.</li> <li>5. Suggest, plan and lead simple drills for given skills.</li> <li>6. Combine and perform more complex skills at speed in games.</li> <li>7. Use set plays in game situation and explain when and why they are used.</li> <li>8. Switch effectively as a team between defence and attack.</li> </ol> |
|--------------------------|--|---|---|---|

|                          |   |  |  |  |
|--------------------------|---|--|--|--|
| <p>5. Net/Wall Games</p> | <ol style="list-style-type: none"> <li>1. Send and receive a objects with different body parts.</li> <li>2. Work with others to control objects in space.</li> <li>3. Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways</li> <li>4. Coordinate similar objects in a variety of ways</li> <li>5. Differentiate ways to manoeuvre objects</li> <li>6. Able to send an object with increased confidence using hand or bat.</li> <li>7. Move towards a moving ball to return it.</li> <li>8. Sending and returning a variety of balls/objects such as balloons and beachballs.</li> <li>9. Track, intercept and stop a variety of objects such as balls and beanbags.</li> <li>10. Select and apply skills to beat the opposition.</li> </ol> | <ol style="list-style-type: none"> <li>1. Be able to track the path of a ball over a net and move towards it</li> <li>2. Begin to hit and return a ball using hands and racquets with some consistency</li> <li>3. Play modified net/wall games throwing, catching and sending over a net</li> <li>4. Be able to make it difficult for their opponent to score a point.</li> <li>5. Begin to choose specific tactics appropriate to the situation.</li> <li>6. Improve agility and coordination and use in a game.</li> <li>7. Identify and describe some rules of net/wall games.</li> <li>8. Serve to begin a game.</li> <li>9. Explore forehand hitting.</li> <li>10. Play with some understanding of modified court boundaries.</li> </ol> | <ol style="list-style-type: none"> <li>1. Explore and use different shots with both the forehand and backhand.</li> <li>2. Demonstrate different net/wall skills.</li> <li>3. Practise some trick shots in isolation.</li> <li>4. Work to return the serve.</li> <li>5. Demonstrate different court positions in gameplay.</li> <li>6. Use different types of serves in-game and new shots learnt in games.</li> <li>7. Play with others to score and defend points in competitive games.</li> <li>8. Move confidently around the playing area using footwork techniques.</li> <li>9. Develop further ways of playing with others cooperatively and in competition.</li> <li>10. Introduce Volley shots and Overhead shots.</li> <li>11. Further, explore Tennis service rules.</li> </ol> | <ol style="list-style-type: none"> <li>1. Develop a wider range of shots.</li> <li>2. Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning.</li> <li>3. Play with fluency with a partner in doubles/partner scenarios.</li> <li>4. Develop backhand shots.</li> <li>5. Begin to use full scoring systems</li> <li>6. Continue developing doubles play and tactics to improve.</li> </ol> |
|--------------------------|---|--|--|--|

|                                  |   |  |   |   |
|----------------------------------|---|--|---|---|
| <p>6. Striking/<br/>Fielding</p> | <ol style="list-style-type: none"> <li>1. Able to hit objects with hand or bat.</li> <li>2. Track and retrieve a rolling ball.</li> <li>3. Throw and catch a variety of balls and objects.</li> <li>4. Develop sending and receiving skills to benefit fielding as a team.</li> <li>5. Distinguish between the roles of batters and fielders.</li> <li>6. Introduce the concept of simple tactics.</li> </ol> | <ol style="list-style-type: none"> <li>1. To develop hitting skills with a variety of objects.</li> <li>2. Practice feeding/bowling skills.</li> <li>3. Hit and run to score points in games.</li> <li>4. Work on a variety of ways to score.</li> <li>5. Attempt to work as a team to field.</li> <li>6. Begin to play the role of wicketkeeper.</li> <li>7. To be able to adhere to some of the rules.</li> <li>8. To develop a range of skills to use in games.</li> <li>9. To use basic skills with more confidence.</li> <li>10. Work cooperatively with others to play.</li> </ol> | <ol style="list-style-type: none"> <li>1. To develop the range of striking and fielding skills they can apply in a competitive context</li> <li>2. Choose and use a range of simple tactics in isolation and in a game context.</li> <li>3. Consolidate existing skills and apply with consistency.</li> <li>4. Strike to ball with intent, use decision making attempt direction.</li> <li>5. Link together a range of skills and use in combination.</li> <li>6. Collaborate with a team to choose, use and adapt rules in games.</li> <li>7. Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance</li> <li>8. Develop retrieving and returning the ball.</li> </ol> | <ol style="list-style-type: none"> <li>1. Apply with consistency standard rules in a variety of different styles of games.</li> <li>2. Attempt a small range of shots in isolation and in competitive scenarios.</li> <li>3. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</li> </ol> |
|----------------------------------|---|--|---|---|

|  |   |  |  |   |
|--|---|--|--|---|
| <p>7. Outdoor and Adventure Activities (Wild Learning)</p> | <ol style="list-style-type: none"> <li>1. Use thinking skills to follow multi step instructions.</li> <li>2. Solve more challenging problems as an individual.</li> <li>3. Comprehend that one thing can represent another.</li> <li>4. Take part in activities with increasing challenge to build confidence.</li> </ol> | <ol style="list-style-type: none"> <li>1. Use searching skills to find given</li> <li>2. Work as a pair to navigate space</li> <li>3. Use and explore unusual equipment</li> <li>4. Work with others to solve problems</li> <li>5. Describe their work and use different</li> <li>6. Lead others and be led</li> <li>7. Differentiate between when a task</li> </ol> | <ol style="list-style-type: none"> <li>1. Work well in a team or group within defined and understood roles.</li> <li>2. Plan and refine strategies to solve problems.</li> <li>3. Identify the relevance of and use maps, compass and symbols.</li> <li>4. Identify what they do well and suggest what they could do to improve.</li> <li>5. Explore ways of communicating in a range of challenging activities.</li> <li>6. Navigate and solve problems from memory.</li> <li>7. Develop and use trust to complete the task and perform under pressure</li> </ol> | <ol style="list-style-type: none"> <li>1. Use information given by others to complete tasks and work collaboratively.</li> <li>2. Undertake more complex tasks.</li> <li>3. Take responsibility for a role in a task.</li> <li>4. Use knowledge of PE and physical activities to suggest design ideas &amp; amendments to games.</li> </ol> |
|--|---|--|--|---|



|                    |  |  |   |
|--------------------|--|--|---|
| <p>8. Swimming</p> |  | <ol style="list-style-type: none"> <li>1. Swim short distances unaided between 5 &amp; 20 metres using one consistent stroke.</li> <li>2. Propel themselves over longer distances with the assistance of swimming aids.</li> <li>3. Move with more confidence in the water including submerging themselves fully.</li> <li>4. Enter and exit the water independently.</li> <li>5. Swim over greater distances, between 10 &amp; 20 meters with confidence in shallow water.</li> <li>6. Begin to use basic swimming techniques including correct arm and leg action.</li> <li>7. Explore and use basic breathing patterns.</li> <li>8. Enter and exit the water in a variety of ways.</li> <li>9. Take part in problem-solving activities such as group floats and team challenges.</li> </ol> | <ol style="list-style-type: none"> <li>1. Bring control and fluency to at least two recognised strokes.</li> <li>2. Implement good breathing technique to allow for smooth stroke patterns.</li> <li>3. Attempt personal survival techniques as an individual and group with success.</li> <li>4. Link lengths together with turns and attempt tumble turn in isolation and during a stroke.</li> </ol> |
|--------------------|--|--|---|

**Impact**

| <b>Pupils who have <u>not</u> met the National Curriculum Statements for the cycle objectives taught so far</b> <i>(please reference appropriate objective numbers which have not been met e.g. objective 2.4)</i> |                | <b>Pupils who have met the National Curriculum Statements for the cycle objectives taught so far</b> |                | <b>Pupils who consistently work beyond cycle objectives taught so far</b> |                |
|--|----------------|--|----------------|---|----------------|
| <b>Cycle 1</b>   | <b>Cycle 2</b> | <b>Cycle 1</b>   | <b>Cycle 2</b> | <b>Cycle 1</b>  | <b>Cycle 2</b> |
|  |                |  |                |   |                |