



Physical Education

To develop practical skills in order to participate, compete and lead a healthy lifestyle

Breadth of Study

Key Stage 1

- 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.

Key Stage 2

- 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.



	Games	Dance	Gymnastics
<p>Key Stage 1</p> <p>Year 1 & 2</p>	<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"> • 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"> • 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.



	Athletics	Games	Gymnastics	Dance	Swimming	Outdoors and Adventurous
<p>Lower Key Stage 2</p> <p>Year 3 & 4</p>	<p>Sprint over a short distance up to 60 metres.</p> <p>Run over a longer distance, conserving energy in order to sustain performance.</p> <p>Use a range of throwing techniques (such as under arm, over arm).</p> <p>Throw with accuracy to hit a target or cover a distance.</p> <p>Jump in a number of ways, using a run up where appropriate.</p> <p>Compete with others and aim to improve personal best performances</p>	<p>Throw and catch with control and accuracy.</p> <p>Strike a ball and field with control.</p> <p>Choose appropriate tactics to cause problems for the opposition.</p> <p>Follow the rules of the game and play fairly.</p> <p>Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</p> <p>Pass to team mates at appropriate times.</p> <p>Lead others and act as a respectful team member.</p>	<p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Refine movements into sequences.</p> <p>Create dances and movements that convey a definite idea.</p> <p>Change speed and levels within a performance.</p> <p>Develop physical strength and suppleness by practising moves and stretching.</p>	<p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Refine movements into sequences.</p> <p>Create dances and movements that convey a definite idea.</p> <p>Change speed and levels within a performance.</p> <p>Develop physical strength and suppleness by practising moves and stretching.</p>	<p>Swim 25 metres unaided.</p> <p>Use more than one stroke and coordinate breathing as appropriate</p> <p>Coordinate leg and arm movements.</p> <p>Swim at the surface and below the water.</p>	<p>Arrive properly equipped for outdoor and adventurous activity.</p> <p>Understand the need to show accomplishment in managing risks.</p> <p>Show an ability to both lead and form part of a team.</p> <p>Show resilience when plans do not work and initiative to try new ways of working.</p> <p>Remain aware of changing conditions and change plans if necessary.</p>



	Athletics	Games	Gymnastics	Dance	Swimming	Outdoor and adventurous
<p>Upper Key Stage 2</p> <p>Year 5 & 6</p>	<p>Combine sprinting with low hurdles over 60 metres.</p> <p>Choose the best place for running over a variety of distances.</p> <p>Throw accurately and refine performance by analysing technique and body shape.</p> <p>Show control in take-off and landings when jumping.</p> <p>Compete with others and keep track of personal best performances, setting targets for improvement.</p>	<p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>Work alone, or with team mates in order to gain points or possession.</p> <p>Strike a bowled or volleyed ball with accuracy.</p> <p>Use forehand and backhand when playing racket games.</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game.</p>	<p>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.</p>	<p>Compose creative and imaginative dance sequences.</p> <p>Perform expressively and hold a precise and strong body posture.</p> <p>Perform and create complex sequences.</p> <p>Express an idea in original and imaginative ways.</p> <p>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p>	<p>Swim over 50 metres unaided.</p> <p>Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</p> <p>Swim fluently with controlled strokes.</p> <p>Turn efficiently at the end of a length.</p>	<p>Select appropriate equipment for outdoor and adventurous activity.</p> <p>Identify possible risk and how to manage them, listening carefully to expert advice.</p> <p>Embrace both leadership and team roles</p> <p>Empathise with others & offer support. Seek support from experts if in any doubt.</p> <p>Remain positive in challenging circumstances</p>



		<p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team</p>	<p>Include in a sequence set pieces, choosing the most appropriate linking elements.</p> <p>Vary speed, direction, level and body rotation during floor performances.</p> <p>Practise and refine the gymnastic techniques used in performances (listed above).</p> <p>Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p> <p>Use equipment to vault and to swing (remaining upright).</p>			<p>Show resilience when plans do not work and initiative to try new ways of working.</p> <p>Use maps, compasses and digital devices to orientate themselves.</p> <p>Assess changing conditions and adapt plans to remain safe</p>
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Opportunities for spiritual development in PE (team games): (To be covered in an age appropriate way across the key stages)	
Questions raised: <ul style="list-style-type: none"> • Why are there rules in Sport? • Does it matter if you don't obey them? • Why do we have to listen to the referee? • Does it matter if you cheat in the game, as long as you win? • Does it matter if you deliberately hurt someone in order to win? • Are there rules for life? Whose rules are they? 	Concepts, skills and attitudes: <ul style="list-style-type: none"> • Questioning • Reasoning • Loyalty • Consideration • Team work • Honesty
Example of activities: <ul style="list-style-type: none"> • Find out and list the rules needed for a variety of games and sports. • Discuss the importance of the rules and decide what would happen if opposing teams were each playing a different set of rules. • Devise a simple game and make up a set of rules for it. Give it to a friend and see if they can play the game and whether they think any of the rules are unnecessary. • Investigate the role of the referee. • Through drama act out a situation where someone cheats or deliberately hurts someone in order to win. Investigate the feelings of those involved. Discuss what would be a suitable penalty for either of the above. 	Learning outcomes: <ul style="list-style-type: none"> • That rules are necessary for the benefit of everyone. • If you have to cheat or hurt someone in order to win, then its not winning. • Different rules are needed for different games, but the asme rules are needed for the same game. • In sport, as in life, people are governed by rules, which are generally there for the good of all.



Opportunities for future careers in PE: (To be discussed in an age appropriate way across the key stages)	
<ul style="list-style-type: none"> • Sports science. • PE teacher. • Physiotherapist. • Professional sportsperson. • Sports coach/consultant. • Sports policy at local and national level. • Diet and fitness instructor. • Personal trainer. • Armed forces 	<p>Skills acquired:</p> <ul style="list-style-type: none"> • Personal skills such as self-awareness and self-monitoring skills • Interpersonal skills such as communication, relationship and social skills • Critical creative thinking – planning, processing, drawing conclusions, reflecting and evaluating