

Physical Education

National Curriculum 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

Core Concepts

Fundamental/fine motor skills and gross motor skills Games/ball skills Gymnastics Dance Knowledge and understanding of health Evaluating and improving performance Swimming	
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End of phase expectations

EYFS expectations	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>3 and 4 Year olds Early Learning Goals: Personal, Social and Emotional Development ELG: -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Reception children Be confident to try new activities and show independence, resilience and perseverance in the face of challenge -Explain the reasons for rules, know right from wrong and try to behave accordingly -Work and play co-operatively and take turns with others -Show sensitivity to their own and to others' needs Physical Development</p> <p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>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:</p> <ul style="list-style-type: none"> • 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, rounder's 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

Knowledge and Skills

Core concepts	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p><u>GAMES / BALL SKILLS</u></p>	<p>Children develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball.</p> <p>Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment</p>	<p>Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball.</p> <p>Children will be able to develop their fine and gross motor skills through a range of game play with balls.</p>	<p>Children can be confident and safe in the spaces used to play games.</p> <p>Children explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</p>	<p>Children use their space effectively and begin to understand that in games sometimes we win and lose.</p> <p>Children can dribble, bounce and catch.</p> <p>Children improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills</p>	<p>Children develop a healthy sense of competition.</p> <p>Children enjoy team games and can co-operate.</p> <p>Children enjoy experimenting with different games such as tag rugby and cricket. Children are able to develop the range and consistency of their skills in all games.</p>	<p>Children enjoy a range of different team games where they can compete against one another.</p> <p>Children devise and use rules as well as keep and adapt the rules for ball games and team games.</p> <p>Children can use and adapt tactics in different situation.</p>	<p>Children can develop a broader range of techniques and skills for attacking and defending.</p> <p>Children can develop consistency in these skills.</p> <p>Children can know and apply basic strategic and tactical principles of attack and adapt them to different situations.</p>	<p>Children can employ a range of tactics and strategies for defence and attack.</p> <p>Children can apply a range of skills in a wide variety of games such as tennis and athletics.</p> <p>Children are able to use these tactics and strategies more consistently in similar games.</p>
<p><u>GYMNASTIC</u></p>	<p>Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of</p>	<p>Children explore basic movements, creating shapes and balances, jumps and rolls.</p> <p>They begin to develop an awareness of space and how to use it safely.</p>	<p>Children can explore equipment safely and carry it.</p> <p>Children can experiment with different jumps and rolls.</p>	<p>Children can jump forwards, sideways and backwards.</p> <p>Children can use a skipping rope to experiment with different movements.</p>	<p>Children can demonstrate technique by doing different movements such as forwards and backwards rolls and jumping on and off equipment safely.</p>	<p>Children can work in a team to create gymnastic movements to music.</p> <p>Children can twist, jump, turn, and perform these</p>	<p>Children can apply basic compositional ideas to the sequences that I create.</p> <p>Children can also adapt them to new situations.</p>	<p>Children can develop my own gymnastic sequence by understanding, choosing and applying a range of compositional principles.</p>

	<p>space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p>	<p>They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences.</p>	<p>Children perform simple movements with control and Coordination</p>	<p>Children develop a good sense of balance.</p> <p>Children use and vary simple compositional ideas in the sequences they create and perform</p>	<p>Children can perform a small gymnastic routine to some music.</p> <p>Children are able to consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.</p>	<p>actions to some music.</p> <p>Children are able to use compositional devices when creating their sequences, such as changes in speed, level and direction.</p>	<p>Children are able to perform actions and balances consistently and fluently in specific activities.</p>	<p>Children are able to develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.</p>
<u>DANCE</u>	<p>Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus.</p>	<p>Children explore space and how to use space safely. They explore traveling actions, shapes and balances</p> <p>Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and</p>	<p>Children can compose and link movement to make simple dances with clear beginnings, middles and ends.</p> <p>Children can perform movement phrases using a range of body actions.</p>	<p>Children can explore, remember and repeat dance actions and can compose and perform dance routines.</p> <p>Children can respond imaginatively to a variety of stimuli and be able to vary dynamics,</p>	<p>Children can describe how different dance movements make them feel.</p> <p>Children can watch and describe dance phrases and dances and use what they learn to improve.</p>	<p>Children can use simple choreographic principles to create motifs and narrative.</p> <p>Children can perform complex dance phrases and dances that communicate character and body parts.</p>	<p>Children can link ideas, skills and techniques with control precision and fluency when performing basic skills.</p> <p>Children are able to link ideas, skills & techniques with control, precision & fluency when</p>	<p>Children are confident to perform sequence and routine dance to others.</p> <p>Children can demonstrate some complex skills showing accuracy and consistency in different dance movements.</p>

		remember actions.		levels, speed & direction.	Children are able to choose appropriate moves to suit a task. Children are able to translate ideas from a variety of stimuli into movement.	Children are able to improvise freely on own & with a partner. Children are able to plan actions and movements for a longer sequence.	performing basic skills Children are able to understand composition by performing sequences that are more complex.	
<u>Knowledge and understanding of health</u>			Children know how to carry and place equipment and recognise how their body feels when standing still and when exercising.	Children can recognise and describe what their bodies feel like during different types of activity. Children can lift move and place equipment safely	Children recognise and describe the short-term effects of exercise on the body during different activities.	Children can describe how the body reacts during different types of activity and how this affects the way they perform and move.	Children are aware of when physical exercise is affecting their body. Children know what foods are healthy and understand the importance of hygiene when doing exercises	Children can choose appropriate clothing when playing sport. Children know when they need water and can cool down when necessary. Children know and can talk about a healthy balanced diet
<u>Evaluating and improving performance</u>			Children can watch, copy and describe what they and others have done.	Children can improve their work using information they have gained by watching,	Children can describe and evaluate the effectiveness and quality of a performance.	Children can describe their own and others' work, making simple judgments about the quality of performances	Children demonstrate to other children how they might have done it differently.	Children demonstrate to other children how they might have done it differently.

				listening and investigating.	Children can recognise how their own performance has improved.	and suggesting ways they could be improved	Children can say what others need to improve on and begin to take a leading role in directing others.	Children take a leadership role in directing others how to improve their performance.
Swimming	N/A	N/A	N/A	N/A	Children can enter in the water carefully, as taught, move around and across the pool, eg walking, running, hopping, with swimming aids and support. Begin to swim short distances of between 5 and 10 metres, using aids	Children can swim 10-20 metres with aids, confidence in water, put faces in water. Children can swim 10-20 metres unaided, use arms and legs, one basic method of swimming, swim underwater confidently.	Children can swim 10-20 metres unaided, swim for 10- 20 secs, use variety of basic arm/leg actions front/back.	Children can swim 25 metres, 10-30 secs, 3 different strokes, swim on front + back, control breathing.