

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
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.	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. <u>Swimming and water safety</u> 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.

Intent:

Our 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.

Implementation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multi-skills					
- Run forward and in different pathways with control. - Move in a variety of ways with control and co-ordination. - Throw an object underarm to hit a target. - Kick an object with the side of the foot to hit a target. - Run and Jump forwards through a ladder. - Hold and control a balance on a variety of points and patches. - Shows an awareness of space when moving. - Throw and catch to themselves. - Send a ball underarm to a partner. (Through air and rolling) - Roll a hoop. - Dribble a ball with control. - Continuously bounce a ball with control whilst stationary - Move to intercept an object. - Strike a moving object. - Begin to use both hands and feet with control. - Begin to move forwards, backwards and sideways with fluency. - Stop with control. - Compete against self.	- Can move forwards, backwards and sideways with control. - Can link forward, sideways, and backward movements with fluency. - Can run a S and W shape with fluency. - Can change pace when running. - Can perform a sideways speed bounce. - Strike a ball from a static position. - Throw and catch a tennis ball to themselves. - Travel whilst dribbling a ball with hand, foot and equipment. - Hold a balance on one body part. - Perform an over arm throw. - Bounce a ball with control whilst travelling. - Chest pass and bounce pass a ball. - Can dodge to evade an opponent. - Can apply skills in small-sided games. - Compete against self.	- Continue to develop balance, agility, body and hand eye coordination through a variety of games. - Apply multi skills/core skills from KS1 within a variety of games. - Receive an object by catching or controlling. - Dribble an object with increasing control. - Mark an opponent to stop them getting/ sending the ball. - Dodge and evade an opponent. - Move with increasing agility. - Make good decisions how to send the ball. - Make good decisions where to send the ball. - Explain why we need to make quick decisions. - Begin to deceive my opponent. - Stop the ball coming towards me or going away from me. - Throw under arm to a target. - Throw over arm to a target. - Catch a sent ball. - Bowl to a target with an under-arm bowl. - Strike a stationary object. - Begin to strike a moving object. - Strike a stationary object to a target. - Begin to strike a moving object to a target. - Describe where the spaces are. - Explain why we send into a space. - Explain how and why we stand in a ready position. - Make a good decision where to send the ball. - Follow rules to the game. - Say what is good and what could be improved in my own and others' skills/team performances.	- Change speed and direction to get away from a defender. - Mark an opponent to stop them getting the ball. - Dodge an opponent in different ways to move into space to receive. - Move with increasing agility. - Stop in two steps and pivot on the correct foot. - Select the best pass to get to a team member. - Make good decisions about where to send the ball. - Explain when to dribble and when to pass. - Explain why we need to make quick decisions. - Deceive my opponent with movement and faking. - Use communication effectively. - Perform, link and apply skills with control and fluency in game situations. - Stop the ball coming towards me or going away from me. - Throw under arm to a target with accuracy. - Throw over arm to a target with accuracy. - Make good decisions on how to send the ball. - Make good decisions about where to send the ball. - Explain how to not get out when batting and apply in games. - Explain how to score more points and apply them in games.		

Team / Invasion Games					
Hockey - Begin to show how to hold a hockey stick and which side to use. - Use a simple push pass to another teammate. - Dribble the ball keeping it close to me using the correct side of stick. - Show some signs of an approaching a player to tackle and cause pressure. - Begin to attempt to score a goal from anywhere.	Football - Begin to dribble a ball making small touches. - Begin to send a football to someone on team. - Keep a ball under control. - Know where space is and try to move into it. - Mark another player and defend when needed. - Keep a ball under control when receiving a range of passes from team. - Understand where the space is and can move into it. - Mark another player and begin to attempt interceptions.	Netball - Use all three passes (chest, shoulder & bounce) correctly. - Make decisions regarding which is the best type of pass to use. - Make a series of passes to teammates moving towards a scoring area. - Show some signs of using a chest pass and shoulder pass. - Show a target to indicate where I'd like to pass to. Know where space is and try to move into it. - Mark another player and defend when needed. - Begin to use a bounce pass, which only bounces once. - Identify space to move into and show a clear target to receive a pass. - Mark another player and begin to attempt interceptions. - Know where positions are allowed on a court.	Hockey - Change direction and use the correct side of stick, sometimes using Indian dribbling (alternating sides of stick while dribbling) to avoid defenders. - Choose between the two passes (push/slap) and explain simply why. - Make a direct pass while dribbling. - Begin to use stick to mark a player from the side line causing them difficulty. - Successfully score while in the scoring area.	Football - Dribble making small touches into space with speed, to beat defenders. - Make decisions regarding how and when to send a football to someone in team. - Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender. - Know how space changes within a game and when and how to move into changing spaces. - Draw defender away to create space. - Position body to defend effectively making successful interception	Netball - Use a range of speeds within a game to support a team in scoring. - Begin to use square (across the court) & straight (up & down the court) passes to achieve pace. - Lose a defender to receive a pass. - Defend a player and make some successful interceptions (snatch & catch) when playing as a team. - Know which pass is best to use and when in a game. - Use a range of square & straight passes to change direction of the ball. - Use landing foot to change direction to lose a defender. - Draw defender away to create space for self or team. - Position body to defend effectively, making successful interceptions.

Gymnastics					
• Make body tense, relaxed, curled and stretched, showing some tension. • Begin to work alone/with someone to make a sequence of shapes/travels. • Climb safely, showing some shapes and balances when climbing. • Keep balance travelling in a range of ways along bench, spots, mat etc. • Roll in stretched/curled positions e.g. 'log' and 'egg rolls'	• Make body tense, relaxed, curled and stretched, in a range of movements. • Perform a sequence with changes in speed & direction including 3 different actions (sometimes giving advice to others) • Be still on single/two + points of contact on floor/apparatus showing tension & control. • Link known shape/travel/roll/jump to a balance using floor & on apparatus. • Jump/land with control using different body shapes in flight.	• Use a greater number of own ideas for movement in response to a task. • Combine arm actions with skips/leaps/steps/jumps & spins in travel. • Travel while using various hand apparatus, (ribbon/hoop/ rope/ball). • Know principles of balance and apply them on floor & apparatus	• Share ideas and give positive criticism/advice to self & others. • Create & perform matching/mirroring sequences explaining how it could be improved. • Perform at least 3 different rolls (shoulder, forward, back) with some control. • Link a roll with travel and balance using floor and apparatus with good body control.	• Combine own work with that of others, identifying strengths & weaknesses. • Include change of speed, direction and shape in movements. • Follow a set of 'rules' to produce a sequence, possibly made by peers. • Create mirror/matching/cannon (pair) sequence varying dynamics/levels/direction etc.	• Select a suitable routine to perform to different audiences, bearing in mind who the audience is. • Transfer sequence above onto suitably arranged apparatus & floor. • Perform 6-8 part floor sequence as individual, pair & small group to a piece of music. • Demonstrate 3 paired balances in sequence using various skills/actions.
Dance					
• Copy dance moves. • Make up a short dance, after watching one. • Dance imaginatively. • Change rhythm, speed, level and direction. • Say something I like about a dance	• Change rhythm, speed, level and direction with consistency. • Dance with control and co-ordination. • Make a sequence by linking sections together. • Link some movement to show a mood or feeling. • Say something I like and something that could be improved about a dance.	• Perform pair/group dance involving canon & unison, meet & part. • Respond to music in time & rhythm to show like/unlike actions. • Respond to music to express a variety of moods & feelings. • Give and respond to peer feedback to improve	• Respond imaginatively to stimuli related to character/music/story. • Perform clear & fluent dances that show sensitivity to idea/stimuli. • Make up dance within a small group. • Give peer feedback to improve with suitable dance terminology,	• Show/fluency/control in chosen dances in response to stimuli. • Perform fluent dances with characteristics of different styles/eras. • Adapt & refine (in pair/group), dances that vary direction, space & rhythm. • Give peer feedback to improve with suitable dance terminology.	• Create & perform dances in a variety of styles consistently. • Be aware of & use musical structure, rhythm & mood & can dance accordingly. • Use appropriate criteria & terminology to evaluate performances.

Outdoor Adventurous Activities

Year 3 and Year 4

- Orientate simple maps and plans.
- Mark control points in correct position on map or plan.
- Find way back to a base point Co-operate and share roles within a group.
- Listen to each other's ideas when planning a task and adapt.
- Take responsibility for a role within the group.
- Recognise that some outdoor adventurous activities can be dangerous.
- Follow rules to keep self and others safe.
- Select appropriate equipment/route/people to solve a problem successfully.
- Choose effective strategies and change ideas if not working.

Year 5 and Year 6

- Draw maps and plans and set trails for others to follow.
- Use the eight points of the compass to orientate.
- Plan an orienteering challenge.
- Plan and share roles within the group based on each other's strengths.
- Understand individuals' roles and responsibilities.
- Adapt roles or ideas if they are not working.
- Recognise and talk about the dangers of tasks.
- Recognise how to keep themselves and others safe.
- Plan strategies to solve problems/plan routes/follow trails/build shelters etc.
- Implement and refine strategies.

Striking Games

Cricket

- Develop throwing and catching skills.
- Use fielding skills to stop the ball.
- Send a ball off a tee.
- Use throwing skills to get ball back to the bowler.
- Learn how to hit a moving ball.
- Stop moving when the 'bowler' has the ball.
- Play simple matches and apply learned skills.

Tennis

- Begin to control an object with a racket.
- Begin to hit away with control.
- Begin to continuously hit up and down.
- Hit away to a partner with control.
- Hit to a partner, moving feet and using both hands.
- Begin to use simple tactics to win a game.
- Begin to continuously hit to a partner with hand.
- Begin to self-serve and hit over a net.
- Begin to return a sent ball.

Cricket

- Throw and catch under pressure.
- Learn batting control.
- Learn the role of wicketkeeper.
- Learn how to bowl overarm.
- Learn how to score runs (depending on format).
- Learn how to run between the wickets.

Rounders

- Apply multi-skills to a new context.
- Use overarm and underarm throwing with increasing accuracy.
- Strike a ball with adapted equipment.
- Bowl a ball with increasing accuracy and consistency.
- Choose and use simple tactics.
- Begin to understand the rules of the game.
- Begin to consistently strike a bowled ball.
- Begin to use different skills and tactics in different scenarios.

Tennis

- Show increasing control when performing skills with a racket.
- Strike a sent ball with improving control and accuracy.
- Strike a sent ball to a target/space.
- Perform a co-operative rally .
- Begin to use forehand and backhand when hitting a sent ball.
- Begin to volley a ball.
- Move to strike a ball.
- Use forehand and backhand to score points against an opponent.
- Move with increasing agility and control.

Rounders

- Strike a bowled ball with increasing consistency.
- Understand and use tactics as a bowler, fielder, and batter.
- Use a wide range of skills in a game situation.
- I can use and apply the rules of the game consistently.
- I can evaluate my own performance and identify ways to improve.

Athletics					
• Use varying speeds when running. • Practise short distance running. • Explore footwork patterns. • Explore arm mobility. • Explore different methods of throwing.	• Run with agility and confidence. • Run for distance. • Learn the best jumping techniques for distance. • Throw different objects in a variety of ways. • Hurdle an obstacle and maintain effective running style. • Complete an obstacle course with control and agility.	• Run in different directions and at different speeds, using a good technique. • Choose and understand appropriate running techniques. • Improve throwing technique. • Reinforce jumping techniques. • Understand the relay and passing the baton.	• Select and maintain a running pace for different distances. • Demonstrate good running technique in a competitive situation. • Practise throwing with power and accuracy. • Throw safely and with understanding. • Explore different footwork patterns. • Understand which technique is most effective when jumping for distance.	• Use correct technique to run at speed. • Develop the ability to run for distance. • Throw with accuracy and power. • Identify and apply techniques of relay running. • Explore different footwork patterns. • Understand which technique is most effective when jumping for distance. • Learn how to use skills to improve the distance of a pull throw.	• Investigate running styles and changes of speed. • Practise throwing with power and accuracy. • Explore different footwork patterns. • Understand which technique is most effective when jumping for distance.
Swimming					
See separate swimming progression document.					