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|  **PE** |
| **How do we make a difference?** |
| **How can we be healthy in our mind and body?** |

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|  | FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Term 1** **Why is it important to be physically active?** | **Games** (Introduction to Basic Skills)**Yoga** | **Games**(Multi-Skills)**Dance**(Val Sabin Year 1 Unit 1 – Shapes and Patterns) | **Games**(Val Sabin Year 2 Unit 1 – Inventing Games)**Dance**(Val Sabin Year 2 Unit 1 – Different Levels, Directions and Speeds) | **Games** (Val Sabin Year 3 Unit 1 – Ball Skills/Invasion)**Dance**(Val Sabin Year 3 Unit 1 – The Language of Dance) | **Games**(Val Sabin Year 4 Unit 1 – Net, Court, Wall Games)**Gymnastics**(Val Sabin – Unit Q: Receiving Bodyweight) | **Games** (Hockey)**Swimming**(Castle Sports Complex) | **Games** (Netball)**Games**(Benchball) |
| **Why this? Why now?** | In games, children will be introduced to the fundamental basic skills of games and movement, linked to physical development and early learning goals. Yoga will allow children to explore how their body moves and the actions of each body part. Term 1 is a chance to lay the foundations on which all physical activity and education/movement will be built.  | Following the move from Foundation Stage, children should have a firm base on which to build in Key Stage One. Before introducing and developing new skills, children should have the opportunity to explore and embed a variety of movement skills, thinking and communicating skills which for the foundation of PE and Sport activities. As always, in Dance, children are able to move freely and express themselves creatively. Children will explore different shapes their body can make and progress to create different patterns. Children should begin to show an awareness of rhythm which is built upon later in year 1 and beyond. | Moving on from the Year 1 focus on working cooperatively, ‘Inventing Games’ builds directly on what is covered. It is focused squarely upon improving basic skills and playing simple games involving rules and ball possession. The development of skills, such as throwing and catching in a controlled and coordinated way as part of a small team, is key throughout. Building on sequencing skills from Year 1, Dance will allow children to explore how movement can be used to express different moods and feelings. Moving freely and creative expression is also reinforced and further embedded. | Building on the techniques developed in Year 2, children are introduced to games in Year 3 through recapping and developing passing and receiving, travelling and decision-making skills. Children will progress to playing cooperative and competitive games involving skills and tactics within a team. Building on the Key Stage 1 Dance curriculum, children will be encouraged to explore their imagination and improvision when listening to a piece of music. They will also build on the paired and small group work to explore movements in unison and “follow-the-leader” style.  | Drawing on bat and ball skills from Key Stage 1, Year 4 Games starts with a focus on development and consolidation of striking skills and accuracy of performance. Children are also encouraged to create their own games which allow them to develop their skills before visiting an applying skills to tennis in Year 5. Throughout Key Stage 2 Gymnastics, one of the key focuses is flexibility and showing an element of control when moving. Unit Q is concerned with transferring bodyweight, specifically focusing on receiving body weight in different ways when travelling, jumping, turning, or balancing (with control and accuracy). | Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle. Children continue swimming in Year 5 to allow them to learn how to swim and develop water confidence. All children are expected to be able to perform safe self-rescue in water, swim at least 25 metres, and use a range of strokes by the end of KS2. | Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle.  |
| **Term 2****How can we be co-operative?** | **Games**(Val Sabin EYFS Unit 1 – Bean Bags) **Dance**(Val Sabin EYFS Unit 1 – Copying and Travelling) | **Games**(Val Sabin Year 1 Unit 1 – Ball Skills and Games)**Gymnastics**(Val Sabin – Unit D: Flight, Bouncing, Jumping and Landing) | **Games**(Val Sabin Year 2 Unit 2 – Making Up a Game)**Gymnastics**(Val Sabin – Unit H: Parts High and Parts Low) | **Games**(Val Sabin Year 3 Unit 2 – Creative Games Making)**Gymnastics**(Val Sabin – Unit M: Symmetry and Asymmetry) | **Games**(Football)**Dance** (Country Dancing)  | **Games** (Netball)**Swimming**(Castle Sports Complex) | **Games** (Hockey)**Dance**(Street Dancing) |
| **Why this? Why now?** | Continuing in games, balance, coordination, mobility and spatial awareness remain at the heart of physical development; each unit progressively develops skills and practices in order of difficulty and complexity. Through exploring and using bean bags, children are able to consolidate gross motor skills of running and jumping, as well as developing fine motor skills. Through dance, children are able to move freely and express themselves creatively. Dance makes an invaluable contribution to the personal development and positively encourages growth of self-confidence and self-esteem. | During Term 2, Games will be focused on ball skills and games to encourage the development of coordination and control. The development of ball skills in relation to games and game-like activities will link to different forms of travel, allowing children to develop rolling, bouncing, patting, kicking, steering and throwing skills whilst on the move. All these skills will be built on and developed throughout the rest of KS1 and into KS2 during Games units. With a strong base of gymnastics embedding in Foundation Stage, Unit D is focused around flight and different types of jumping. This allows children to develop coordination, agility and flexibility whist exploring.  | Now children have developed the foundations of physical movement and are able to work cooperatively with a partner/small group, making up games is introduced. This unit is intended to bridge the gap between making up induvial games and making up games (with rules) to share with peers. Tactics are introduced and practised as a concept. Gymnastics in Term 2 extends children’s understanding and allows them to explore balancing with control on different levels (high and low). When children are asked to balance, travel along the ground or travel through the air showing a stretch, they will most often display positions with their heads or hands as the highest part of the body. Unit H is designed to support discovery of different stretches.  | Creating games and rules are a valued skill in game playing. Children are encouraged to develop their own games with rules to establish cooperation and develop teamwork skills. Children then focus on developing and outwitting their opponents through tactics and strategies developed together. Building on Gymnastics skills developed in KS1, Unit M focuses on symmetry and asymmetry which encourages children to think about and consider the space around them whilst moving. Throughout the unit, children will use the simple movements and skills they have established and develop them with control, balance and, where appropriate, apparatus. Gymnastics in Key Stage 2 will provide an opportunity for children to develop their flexibility and posture. | Following on from Football in Year 3, Term 2 games allows children to further develop their ball skills and competitive play whilst providing an invaluable opportunity to encourage play and participation outside of school in local clubs. Children are also able to apply tactical skills from different sports and games to football. By Year 4, children have explored and expressed a variety of different movements and dynamics to different music. This unit allows children to access a different form of dance linked with cross curricular objectives.  | Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle. Children continue swimming in Year 5 to allow them to learn how to swim and develop water confidence. All children are expected to be able to perform safe self-rescue in water, swim at least 25 metres, and use a range of strokes by the end of KS2. | Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle. In celebration of a sound knowledge of movement and control to music, Year 6 dance introduces children to street dance and allows them to explore how the body can move in different ways.  |
| **Term 3** **How can we work together and develop our skills?** | **Games** (Val Sabin EYFS Unit 2 – Using a Ball)**Gymnastics** (Val Sabin - Unit A: Travelling) | **Games**(Val Sabin Year 1 Unit 2 – Throwing and Catching)**Dance**(Val Sabin Year 1 Unit 2 – Rhythms and Patterns) | **Games**(Val Sabin Year 2 Unit 3 – Dribbling, Kicking and Hitting)**Dance**(Val Sabin Year 2 Unit 2 – Dancing in Pairs and Threes) | **Games**(Football)**Dance**(Val Sabin Year 3 Unit 2 – Explorers) | **Games** (Val Sabin Year 4 Unit 3 – Invasion Games)**Gymnastics**(Val Sabin – Unit R: Balance Leading into Change of Face and Direction) | **Games** (Lacrosse)**Swimming**(Castle Sports Complex) | **Games**(Lacrosse)**Gymnastics**(Val Sabin – Unit X: Matching and Mirroring) |
| **Why this? Why now?** | Building on the skills and foundations established in Term 1 and 2, the focus of Games in Term 3 moves onto using a ball. Moving, rolling, throwing, catching, steering and changes of direction are the focus areas covered. This allows the consolidation of gross motor skills and the further development of fine motor skills in order to promote control. In gymnastics, children are encouraged to develop an element of control when travelling using different speeds and levels. Children will begin to apply these methods of travelling to apparatus, further encouraging the development of coordination, balance, and agility.  | Following the Unit 1 focus of ball skills and games, Games Unit 2 further develops ball skills and introduces throwing and catching with different pieces of equipment. This allows children to build on their hand-eye coordination and control whilst exploring a range of target games. Through these types of games, children will explore control and power generated when throwing. The unit also builds on different release techniques which are then built on the KS2 Games. Dance continues to encourage children to move freely and express themselves creatively, with a conscious control over rhythm and repeated patterns.  | Before moving onto games such as football, hockey and tag-rugby in Key Stage 2, children are given the opportunity to develop their dribbling, kicking and hitting skills using different equipment in different game situations. This includes children being able to make decisions to best support the progression of a team. Linking to the Games focus of paired and small group work, Dance encourages children to work cooperatively in pairs to explore movements in unison and canon. The vocabulary required to evaluate and feedback on movement is also introduced to allow children to become reflective performers/learners.  | With a sound baseline of ball skills and understanding of invasion games, Term 3 allows children to apply their skills to Football. This allows children to play competitive games and apply skills of attacking and defending. Club links are created to allow participation to continue where necessary. Further building on expressing imagination, Dance focuses on showing an element of control over body movements, including body shape extension and balance, whilst encouraging children to explore rhythm and musicality.  | Before focusing solely on playing different competitive sports (as outlined in the National Curriculum), children are given the opportunity to practise combined throwing and catching, intercepting, passing and marking in small-sided games. This allows for the development of skills which can then be applied to different sports moving forward. Building on the content of Unit O in Year 3, this Gymnastics Unit builds the concept of balance and sequencing on top of the notion of changing of front (i.e. linking the skills developed in Key Stage 2 so far. Children are encouraged to develop sequences which showcase their skills.  | Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle. Children continue swimming in Year 5 to allow them to learn how to swim and develop water confidence. All children are expected to be able to perform safe self-rescue in water, swim at least 25 metres, and use a range of strokes by the end of KS2. | Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle. Throughout the Gymnastics curriculum, there has been a gradual development of partner work through observation and replication with accuracy. Unit X seeks to develop how children work together and explore the relationship between pairs when matching and mirroring. Children are able to showcase their developed gymnastics skillset in a controlled and accurate manner, building movements into sequences in partnerships and small groups.  |
| **Term 4****How can we solve problems in PE?** | **Dance**(Val Sabin EYFS Unit 2 – Changes of Speed and Direction)**Gymnastics**(Val Sabin - Unit B: Stretching and Curling) | **Games**(Val Sabin Year 1 Unit 3 – Bat and Ball Skills and Games)**Gymnastics**(Val Sabin – Unit E: Points and Patches) | **Games**(Val Sabin Year 2 Unit 4 – Group Games and Rules)**Gymnastics** (Val Sabin – Unit I: Pathways, Straight – Zigzag - Curving) | **Games**(Tag-rugby)**Gymnastics**(Val Sabin – Unit N: Pathways) | **Games**(Tag Rugby)**Gymnastics**(Val Sabin – Unit T: Bridges) | **Games** (Tennis)**Swimming**(Castle Sports Complex) | **Games**(Tag-rugby)**Gymnastics**(Val Sabin – Unit AA: Counterbalance and Counter-tension) |
| **Why this? Why now?** | Building on the previous Foundation Stage units, Dance will continue to enable young people to gain artistic skills and discipline, as well as developing their ability in physical interaction, team working, problem solving, observing, evaluating, verbal and non-verbal communication. Through exploring changes in direction and different speeds, children will be encouraged to explore stopping and moving with control of body parts and positions of stillness. Gymnastics aims to further develop the flexibility and posture of children. Through differing postures, stretches and curls, children will begin to create small sequences by linking two movements together, holding balance with control and skill. | The focus of Term 4 Games is the development of hand-eye coordination involved in using a bat and a ball. Skill development is encouraged through games and gradually stance and action is adapted/developed to be built upon later in school years when playing bat and ball linked games (e.g. tennis). Through Warm-ups, children are encouraged to develop their spatial awareness which will support how they move as they grow. By Term 4 and this stage in physical development, children will have become confident at taking their weight on their feet and hands in different ways and will have experienced travelling on larger body parts. Unit E builds on this skillset and looks at developing the skill of balancing on different parts of the body and encourages children to develop an element of conscious control over movements.  | Children have been developing and improving their basic individual skills and learning to work as part of a team. Using the basic skills of rolling, striking, kicking and throwing with confidence, this unit allows for the progression of skills and the introduction of attacking and defending in small-sided games involving a goal or net. All of these skills are vital for moving into Key Stage 2, where children begin to access and apply skillset to different sports. So far throughout the gymnastics units, different directions have been explored and understood by children. Unit I focused on travelling and different pathways. Exploring ways to travel is important as children grow, as they begin to link movements and develop sequences showing contrasts in speed and level. Performance is also introduced in this unit to build evaluative vocabulary.  | Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle. Children have already experienced basic work on pathways during Key Stage 1 and Unit N will seek to consolidate and develop skills further through encouraging children to widen their experience and become more critical and selective around the types of movement they choose. Children need to be aware of how their body moves when travelling in a certain way and develop control of execution before developing further in Unit O. Gymnastics in Key Stage 2 will provide an opportunity for children to develop their flexibility and posture. | Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle. With a solid understanding of their own body, how it moves and being able to show an element of control and accuracy when moving, Unit T is concerned with control when balancing and developing and understanding of shape and relationship of the body to the floor and apparatus. Children will be challenged to develop the size of their “base” when entering and holding a balance. | Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle. Children begin learning to swim in Year 4 when they have a sound base of fundamental movement skills as well as being able to competently change independently. All children are expected to be able to perform safe self-rescue in water, swim at least 25 metres, and use a range of strokes by the end of KS2. | Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle. With a developed knowledge and understanding of balance and how different body parts can be used, Unit AA builds on this by incorporating pushing, leaning, pulling and different bases when balancing with a partner. This allows children to showcase their developed knowledge and awareness, as well as further exploring/developing flexibility, control and accuracy. |
| **Term 5** **How can we improve our performance?** | **Games**(Val Sabin EYFS Unit 3 – Quoits and Hoops)**Gymnastics**(Val Sabin – Unit C: Travelling, Taking Weight on Different Body Parts) | **Games**(Val Sabin Year 1 Unit 4 – Developing Partner Work)**Dance**(Val Sabin Year 1 Unit 3 – Moods and Feelings) | **Athletics**(Running, Jumping [1] and Throwing [1])**Dance**(Val Sabin Year 2 Unit 3 – Basic Dance Actions) | **Athletics** (Running, Jumping [1] and Throwing [1])**Dance**(Val Sabin Year 3 Unit 3 – The Eagle and The Fish) | **Athletics** (Running, Jumping [1] and Throwing [2])**Swimming**(Castle Sports Complex) | **Athletics** (Running, Jumping [2] and Throwing [2])**Dance**(Val Sabin Year 5 Unit 1 – Rubbish) | **Athletics** (Running, Jumping [2] and Throwing [2])**Dance**(Val Sabin Year 6 Unit 1 – The World of Sport) |
| **Why this? Why now?** | Balance, coordination, mobility and spatial awareness remain at the heart of physical development in Foundation Stage: Games continues to develop these skills, building on previous units. Using hoops and quoits enables children to apply the skills of throwing, catching and rolling in a coordinated and controlled way. Children will also begin to play games, introducing rules which need to be followed. Gymnastics continues to explore travelling. The transference of weight from one body part to another in order to move along the floor is progressed and explored in this unit, including the early stages of transferring and distribution of weight from feet to hands.  | With a secure skill base developed throughout Foundation Stage and Year 1 so far, Unit 3 introduces games involving partner work; encouraging the development of coordination, control, tracking and working cooperatively with another person. All skills touched upon so far, including bean bags, bats and balls, are developed through paired work as well as introducing the importance of cooperation. Dance shifts to focus on expressing feelings and emotions through how the body moves (using music) and encourages the development of a greater range of movement. Children also begin to sequence known and developed skills/moves together to choreography short sequences and dance.  | Successful and positive early experiences of athletic activities foster a child’s desire to develop their movement skills. Running, jumping, and throwing areexpressions of a basic movement which are explored in KS1 Athletics. This unit also prepares children for the upcoming sports day in Term 6. Children have spent the majority of Key Stage 1 exploring the different ways their body can move and expressing themselves creatively. Dance in Term 5 encourages children to perform whole dances which tell a story/follow a narrative. Specific focus is placed on developing and practising holding clear body shapes and displaying an element of control over body parts throughout the routine.  | Athletics in Key Stage 2 builds on the foundations established in Key Stage 1. Strength, technique, control, balance and flexibility are explored and developed through running, jumping and throwing. Different distances, types of jump and types of throw are introduced as Key Stage 2 progresses. (Jump: standing long jump, throw: javelin). With a strong base of knowledge and understanding, dance in Term 5 continues to develop paired work as well as focusing on interpretation and expression. Children will begin to create and structure a dance.  | Athletics in Key Stage 2 builds on the foundations established in Key Stage 1. Strength, technique, control, balance and flexibility are explored and developed through running, jumping and throwing. Different distances, types of jump and types of throw are introduced as Key Stage 2 progresses. (Jump: standing long jump, throw: javelin and shot put). Children begin learning to swim in Year 4 when they have a sound base of fundamental movement skills as well as being able to competently change independently. All children are expected to be able to perform safe self-rescue in water, swim at least 25 metres, and use a range of strokes by the end of KS2. | Athletics in Key Stage 2 builds on the foundations established in Key Stage 1. Strength, technique, control, balance and flexibility are explored and developed through running, jumping and throwing. Different distances, types of jump and types of throw are introduced as Key Stage 2 progresses. (Jump: standing long jump and standing triple jump, throw: javelin and shot put). Dance in Year 5 continues to build on the focus of expression, creation and development of dances whilst introducing the use of props and evaluating movements.  | Athletics in Key Stage 2 builds on the foundations established in Key Stage 1. Strength, technique, control, balance and flexibility are explored and developed through running, jumping and throwing. Different distances, types of jump and types of throw are introduced as Key Stage 2 progresses. (Jump: standing long jump and standing triple jump, throw: javelin and shot put). Within the dances of Year 6 Unit 1, children will be encouraged to explore. Improvise and combine movement ideas, as well as exploring dances linked with different sports and national teams (e.g. HAKA).  |
| **Term 6** **What can we do to achieve and challenge our personal best?** | **Games**(Val Sabin EYFS Unit 4 – Ropes, Bats and Balls)**Dance**(Val Sabin EYFS Unit 3 – Travelling and Turning) | **Games**(Val Sabin Year 1 Unit 4 – Developing Partner Work Continued)**Gymnastics**(Val Sabin – Unit F: Rocking and Rolling) | **Games** (Cricket)**Gymnastics**(Val Sabin – Unit J: Turning, Spinning and Twisting) | **Games** (Tennis)**Gymnastics**(Val Sabin – Unit O: Travelling with Change of Front and Direction) | **Games** (Cricket)**Swimming**(Castle Sports Complex) | **Games** (Cricket)**Games**(Rounders) | **Games** (Cricket)**Games**(Rounders) |
| **Why this? Why now?** | By Term 6, children will have developed a strong foundation of sporting skills and attributes (including balance, coordination, and agility). This unit introduces skipping ropes as shapes for movement and encourages development of bat and ball skills – the unit steadily develops and progresses control and coordination with the equipment. Through exploration and expression in dance, children will continue to develop physically and creatively. By the age of 5, children will be able to explore moods and feelings, put together simple sequence and show awareness of space and body shape/control.  | Following Term 5, children are able to develop their cooperative games into Term 6, increasing the number of people in the game and the challenge required. Being able to work collaboratively and cooperatively with others is a vital skill through physical development and Sport/PE involvement. With a strong foundation of movement and control, Unit F moves focus on to rocking and rolling. Rolling in any form is an extremely important component of gymnastics and is regularly revisited and developed as children progress through school. Children are taught and are able to explore spinning, rocking, turning and rolling with control in a safe manner before developing further in Year 2 and beyond.  | Children are able to apply skills such as throwing, catching and hitting to a game specific situation. Supported by Spalding Cricket Club and All Stars Cricket (ECB) children are introduced to cricket through fun drills and games which are fully inclusive to all. This runs parallel to the deliver of All Stars Cricket at Spalding Cricket Club, allowing a pathway for further participation. In Gymnastics, Children have already experienced different types of turning as an integral part of their movement vocabulary and development. Unit J introduces the basic differences in turning, spinning and twisting activities which are built upon and become more technical as the terms progress.  | Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle. After exploring pathways in Gymnastics during Term 4, Unit N develops knowledge and understanding of movement in different directions with different “fronts”. This allows children to show understanding of how to move into and from a range of travelling, jumping and turning movements with control and accuracy. Gymnastics in Key Stage 2 will provide an opportunity for children to develop their flexibility and posture. | Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle. Children begin learning to swim in Year 4 when they have a sound base of fundamental movement skills as well as being able to competently change independently. All children are expected to be able to perform safe self-rescue in water, swim at least 25 metres, and use a range of strokes by the end of KS2.  | Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle.  | Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle.  |

OAA to be delivered during National School Sports Week and as part of Outdoor Learning Day.

**National curriculum in England**

**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.

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| **Milestone 1** |
| **Learning Objective** | **Success Criteria** | **Basic (Y1)**  | **Advancing (Y1/2)** | **Deep (Y2)** |
| **To develop practical skills in order to participate, compete and lead a healthy lifestyle.**  | Games | Take part in competitive games using a range of skills, tactics and language, including: rolling, jumping, catching and kicking, using tactics, using the terms opponents and teammate and developing leadership skills. | There are examples of some skills developing and strengths emerging in some areas. | Generally, skills are developing well in most areas, tactics are used well and language is developing. There are some good examples of emerging leadership skill. | Skills are well developed in almost all areas and there are a few areas where they are highly developed. Well-developed tactics are used, language is fluent and there are some excellent examples of leadership skills.  |
| Dance | Perform dances using a range of skills, including: copying and remembering moves and positions, careful control and coordination, sequences of actions, communicating a mood or idea. | Dance skills are beginning to develop with some control and coordination shown. There is an awareness of sequences of movement.  | Generally, skills are developing well in most areas. Moves are becoming fluent, coordinated and controlled and sequences of actions are followed. There are some good examples of actions devised to communicate a mood. | Dance skills are well developed in all areas and there are a few areas where they are highly developed. Moves show excellent fluency, movement and coordination. Sequences are devised and remembered, and mood is communicated very well. |
| Gymnastics | Perform gymnastics pieces, developing a range of skills including: copying and remembering actions, moving with some control and awareness of space, linking two or more actions to make a sequence, showing contrasts (such as small/tall, straight/curved and wide/narrow), travelling by rolling forwards, backwards and sideways, holding a position whilst balancing on different points of the body, climbing safely on equipment, stretching and curling to develop flexibility, jumping in a variety of ways and landing with increasing control and balance.  | Gymnastic skills are beginning to develop with some control and coordination shown. There is some awareness of space, and movement in a variety of ways is developing, including jumping and landing. Actions are linked to make a sequence.  | Generally, gymnastics skills are developing well in most areas. Movement, and sequences of movements, are generally coordinated and controlled. Travelling in a variety of ways is generally well developed and balance is usually maintained in a variety of situations. | Gymnastics skills are well developed in all areas and there are a few areas where they are highly developed. There is a high degree of control in a wide variety of movements and in travelling. Balance and poise is excellent and sequences of actions are devised and performed with great care. |
| Swimming | Swim unaided up to 25 metres using a basic stroke, controlled leg movements and breathing correctly.  | Swimming skills are beginning to develop with some control and coordination shown. | Generally, swimming skills are developing well in most areas. | Swimming skills are well developed in all areas and there are a few areas where they are highly developed. |
| Athletics | Athletic activities are combined with games in Years 1 and 2. | Not applicable | Not applicable | Not applicable |
| Outdoor and adventurous activities  | Not applicable in Years 1 and 2. | Not applicable | Not applicable | Not applicable |

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| **Milestone 2** |
| **Learning Objective** | **Success Criteria** | **Basic (Y3)**  | **Advancing (Y3/4)** | **Deep (Y4)** |
| **To develop practical skills in order to participate, compete and lead a healthy lifestyle.**  | Games | Take part in competitive games using a variety of skills, including: throwing and catching with control and accuracy, striking and fielding a ball with control, choosing appropriate tactics to cause problems for the opposition, following the rules of the game and playing fairly, maintaining possession of a ball, passing to teammates at appropriate times, leading others and acting as a respectful team member.  | There are some good examples of skills developing and strengths are emerging in some areas. Throwing and catching is becoming accurate, ball skills are developing and there is some development of more advanced tactics. Fair play is understood and there is some good cooperation with teammates.  | Generally, skills are developing well in most areas. Control and accuracy are developing well in a range of situations. Advanced tactics are devised and used well to gain advantage over opponents. Fair play is generally adopted and there is a good level of communication and cooperation with teammates. | Skills are well developed in almost all areas and there are a few areas where they are highly developed. Excellent control, accuracy and well-devised tactics are shown which often outwits opponents. Fair play is always paramount and there is an excellent sense of team.  |
| Dance | Perform dance movements and pieces by using a range of skills, including: planning, performing and repeating sequences, moving in a clear, fluent and expressive manner, refining movements into sequences, creating dances and movements that convey a definite idea, changing speed and levels within a performance, developing physical strength and suppleness by practising moves and stretching. | Dance skills are beginning to develop with some control and coordination shown. There are some good examples of planning and performing sequences of moves which are becoming clear, fluent and expressive. Dances are beginning to convey ideas well and changes in speed and level show a growing strength and suppleness. | Dance skills are generally developing well in most areas. Planning and performances of sequences of moves are well developed and movement is clear, fluent and expressive. Dances convey a definite idea well and strength and suppleness is shown in well-coordinated changes in height, speed, level and direction.  | Dance skills are well developed in all areas and there few areas where they are highly developed. Performances show excellent movement that is strong, fluent, coordinated and highly expressive. Ideas for expressing a mood are defined and implemented extremely effectively. Shapes are strong and stretches show a high level of suppleness. |
| Gymnastics | Perform gymnastic movements and pieces using a range of skills, including: planning, performing and repeating sequences, moving in a clear, fluent and expressive manner, refining movements into sequences, showing changes of direction, speed and level during a performance, travelling in a variety of ways including flight by transferring weight to generate power in movements, showing a kinaesthetic sense in order to improve the placement and alignment of body parts, swinging and hanging from equipment safely (using hands). | Gymnastics skills are developing with some control and coordination shown. Sequences of movements are developing and beginning to show clarity, fluency and expression. There are some good examples of weight transference and a growing awareness of where the body is in space.  | Generally, gymnastics skills are developing well in most areas. Planning and refinement is effective and sequences are clear, fluent and expressive. Good changes in direction, speed, levels and balance are fluent. Alignment of body parts is strong and there is a good awareness of the body’s position.  | Gymnastic skills are well developed in all areas and there are a few areas where they are highly developed. Planning of exceptionally well-refined sequences that are fluent and expressive are performed with a high level of control and poise. Dynamic movement that is powerful and dramatic is gained through excellent strength, balance and awareness of body position.  |
| Swimming | Swim between 25 and 50 metres unaided, using more than one stroke, coordinated breathing and arm and leg movements both at and below the surface. | Swimming skills are developing with some control and coordination shown for more than one stroke. There are some examples of swimming below the surface of the water. | Generally, swimming skills are developing well in most areas. More than one stroke is used and coordination is generally good at and below the surface of the water. | Swimming skills are well developed in all areas and there are a few areas where they are highly developed. Speed is achieved very well and more than one stroke is used. There is fluent, coordinated movement at and below the surface of the water. |
| Athletics | Compete in athletics activities using a variety of skills, including: sprinting over a short distance up to 60 metres, running over a longer distance, conserving energy in order to sustain performance, using a range of throwing techniques, throwing with accuracy to hit a target or cover a distance, jumping in a number of ways, using a run-up where appropriate, improving personal best performances. | There are some good examples of athletic skills developing. Short sprints and longer-distance running are developing well. Jumping and landing is becoming controlled and throwing techniques are becoming fluid and accurate.  | Generally, athletics skills are well developed. Sprints are becoming powerful and an ability to conserve energy over longer distances gives a competitive advantage. Jumping is becoming strong and landings controlled. Throwing is becoming accurate and powerful. | Athletics skills are very well developed in all areas and highly developed in some. Sprints are powerful and speed is sustained over the distance, whilst over longer distances, careful planning of pace conserves energy. Jumping is strong, controlled and landings carefully planned. Throwing is accurate and powerful. |
| Outdoor and adventurous activities  | Take part in outdoor and adventurous activity, using a range of skills, including: arriving properly equipped, managing risks, leading and being part of a team, supporting others and seeking support, showing resilience, using maps, compasses and digital devices, remaining aware of changing conditions and changing plans if necessary. | There are some good examples of developing outdoor and adventurous skills, When guided, the right equipment is used and there is some awareness of risk. There are some good examples of playing an important role in a team and orientation skills are beginning to emerge. | Outdoor and adventurous activity skills are generally developing well. The right equipment is brought to activities and there is a good awareness of risks and steps are suggested to help manage them. Teamwork is well developed including some leadership responsibilities. Orientation skills are well developed.  | Outdoor and adventurous activity skills are well developed in all areas and are highly developed in some. There is a very good level of planning of equipment, which is always suitable and appropriately packed. Risk management is very well understood, and leadership roles are developing well. Orientation skills are very good.  |

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| **Milestone 3** |
| **Learning Objective** | **Success Criteria** | **Basic (Y5)**  | **Advancing (Y5/6)** | **Deep (Y6)** |
| **To develop practical skills in order to participate, compete and lead a healthy lifestyle.**  | Games | Compete in competitive games using a range of skills, including: choosing and combining techniques in game situations, working alone, or with teammates in order to gain possession, striking a bowled or volleyed ball with accuracy, using forehand and backhand when playing racket games, fielding, defending and attacking tactically by anticipating the direction of play, choosing the most appropriate tactics for a game, upholding the spirit of fair play and respect in all competitive situations, leading others when called upon and acting as a good role model within a team.  | Games skills are becoming frequently well applied and show some level of control and coordination. Solo and team efforts are becoming sustained and a range of tactics, moves and techniques are increasingly applied to games. There are some good examples of beginning to anticipate the direction of play and planning ahead as a result. There is increasing confidence in attacking and defending and the spirit of fair play is generally upheld.  | Generally, games skills are well developed in most areas. Control and coordination is good and tactics, moves and techniques well developed. Solo and team efforts are sustained in a wide range of game situations. The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents. Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play. | Games skills are well developed in all areas and highly developed in some. Exceptional control and coordination is shown in a wide range of situations. Tactics are very well planned. Competitive efforts are sustained in a wide range of situations. Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents. The roles of leader and team player are very well developed and there is a strong spirit of fair play. |
| Dance | Perform dance movements and pieces using a range of practical skills, including: composing creative and imaginative dance sequences, performing expressively and holding a precise and strong body posture, performing and creating complex sequences, expressing an idea in original and imaginative ways, planning to perform with high energy, slow grace or other themes and maintaining this throughout a piece, performing complex moves than combine strength and stamina gained through gymnastic activities (such as cartwheels or handstands).  | There are some good examples of developing dance skills. Composition of creative and imaginative dance sequences is beginning to develop and performance becoming strong and controlled. More complex sequences are attempted and there are some good attempts to combine high energy and slower, more graceful movements. There is some evidence of some gymnastic skills being used within pieces. | Dance skills are generally well developed in most areas. Composition of pieces is creative and imaginative and performances strong with good posture. More complex sequences are developed, which show original and expressive ideas. A good mixture of high energy and slower, more graceful movements are planned and sustained throughout a performance. There is a strong display of strength and stamina and a good use of gymnastics skills.  | Dance skills are well developed in all areas and are highly developed in some. Compositions are excellent and slow highly creative and imaginative ideas. Performances are very strong and show excellent body position and posture. Complex sequences are devised and contain highly original and expressive ideas. Well-judged changes in energy levels are chosen very appropriately. Strength and stamina are exceptional. |
| Gymnastics | Perform gymnastic movements and pieces using a variety of skills, including: complex and well-executed sequences that include a full range of movements, holding shapes that are strong, fluent and expressive, including, in a sequence, set pieces, choosing the most appropriate linking elements, level and body rotation during floor performances, demonstrating good kinaesthetic awareness, using equipment to vault and to swing (remaining upright). | There are some good examples of gymnastics skills developing well. Complex sequences that include a full range of movements are beginning to be developed and executed well. Shapes are beginning to be held well and set pieces are beginning to be performed well. Sequences are generally well remembered and accurate. Variations to speed and direction are developing well, with some good attempts to rotate the body. There is a growing awareness of the body’s position and equipment to vault and swing has been experienced.  | Gymnastics skills are generally well developed in most areas. Complex sequences containing a full range of movement are well executed. Strong, fluent and expressive shapes are held well, including set pieces. Appropriate linking elements are chosen and decisions about speed, direction, level and body rotation are well made. Strong positions show a good bodily awareness. The use of equipment to vault and swing is developing well. | Gymnastics skills are well developed in all areas and highly developed in some. Complex sequences are very well executed and show excellent fluency and expression. Highly appropriate linking elements are chosen and variations in speed, direction, level and body rotation are very well judged. Confident and controlled use of equipment to vault and swing is developing.  |
| Swimming | Swim over 100 metres unaided and using a range of skills, including: using breaststroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming, using controlled strokes, turning efficiently at the end of a length. | There are some good examples of swimming skills developing well. A range of strokes are developing and they are beginning to show control. Efficient turns are starting to develop. | Swimming skills are generally well developed. Three strokes are used and generally show good breathing and controlled movements. Efficient turns are made at the end of a length. | Swimming skills are well developed in all areas and highly developed in some. Three strokes are used with controlled breathing and coordinated and controlled movements. Very efficient turns are made at the end of a length. |
| Athletics | Compete in athletics competitions using a range of skills, including: combining sprinting with low hurdles over 60 metres, choosing the best position for running over a variety of distances, throwing accurately and refining performance by analysing technique and body shape, showing control in take-offs and landings when jumping, keeping track of personal best performances and setting targets for improvement. | There are some good examples of athletics skills developing well. The ability to combine sprinting and hurdling is developing and there is some awareness that various running positions are required for different distances. Throwing is becoming more controlled and there is some degree of analysis of technique. Take-offs and landings when jumping are becoming more controlled and, with encouragement, targets are set for improvement. | Athletics skills are generally well developed in most areas. Sprinting with hurdles is well developed over 60 metres and good decisions are made on body position for running over a variety of distances. Throwing is generally accurate and refinements through analysis of technique are naturally made. Take-offs and landings are controlled and targets to beat personal bests in a range of activities are set. | Athletics skills are well developed in all areas and highly developed in some. Sprinting with hurdles over 60 metres is very efficient and there is a very good awareness of the different running positions required for a variety of distances. Throwing is very accurate and there is a high degree of analysis of technique. Take-offs and landings are very accurate and well planned. Targets to beat personal bests are made and achieved. |
| Outdoor and adventurous activities  | Take part in outdoor and adventurous activities using a range of skills, including: selecting appropriate equipment, identifying possible risks and ways to manage them, asking for and listening carefully to expert advice, embracing both leadership and team roles and gaining the commitment and respect of a team, empathising with others and offering support without being asked, seeking support from the team and the experts if in any doubt, remaining positive even in the most challenging circumstances, rallying others if need be, using a range of devices in order to orientate, quickly assessing changing conditions and adapting plans to ensure safety comes first. | There are some good examples of outdoor and adventurous activities skills developing well. When reminded, appropriate equipment is selected and packed. There is generally a good awareness of some risks and, with encouragement, suggestions on how they can be managed are given. Team roles are played well and there is some accomplishment at leadership level. A positive disposition is usually seen, even in challenging circumstances. | Outdoor and adventurous activity skills are generally well developed. The correct equipment is selected and packed appropriately. Possible risks are identified and suggestions given as to how they may be minimised, seeking the advice of experts, if required. Both leadership and team roles are embraced and come good examples of showing support and encouragement are developing. Experts are always consulted if there is any doubt and a positive outlook maintained throughout. There is a growing awareness of the need to watch out for changing conditions, adapting plans as necessary. | Outdoor and adventurous activity skills are well developed in all areas and in some they are highly developed. Possible risks beyond the obvious are identified and very good suggestions given as to how to minimise them. A very watchful eye is given to changing conditions and plans are adapted accordingly. Advice of experts is always sought if there is any doubt. Both leadership and team roles are embraced in a wide variety of different contexts and some excellent examples of support and encouragement rallies the morale of others. A positive outlook and good companionship which gains the respect and commitment of a team are displayed.  |