

**PE CURRICULUM- KEY STAGE 1**

	<b><u>YEAR R</u></b>	<b><u>YEAR 1</u></b>	<b><u>YEAR 2</u></b>	<b><u>END OF KEY STAGE EXPECTATIONS</u></b>
<b>HEALTH AND FITNESS</b>	Can describe how their body feels before, during and after an activity.	Can describe how their body feels before, during and after an activity Can show how to exercise safely	Can show how to exercise safely. Can describe how their body feels during different activities. Can explain what their body needs to keep healthy.	
<b>ACQUIRING AND DEVELOPING SKILLS</b>	Can copy actions Can repeat actions and skills Can dress and undress independently for PE sessions	Can move with control and care Can copy and remember actions	Can copy and remember actions. Can repeat and explore actions with control and coordination	Pupils should be taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
<b>EVALUATING AND IMPROVING</b>	Can talk about what they have done. Can describe what other people did.	Can describe what other people did. Can say how they could improve.	Can talk about what is different between what they did and what someone else did. Can say how they could improve	
<b>DANCE</b>	Can move to music in different ways. Can copy and explore basic body actions. Can represent their own ideas through dance. Can move around the space safely.	Can copy, remember and repeat dance moves. Can link movements together to make up a short dance with a clear beginning, middle and end. Can dance imaginatively to communicate different moods/feelings. Can change rhythm, speed, level and direction	Can change rhythm, speed, level and direction. Can dance with control and Co-ordination. Can make a sequence by linking several movements together with control and co-ordination. Can link some movement to show moods or feelings Can work alone and with a partner to create different dance patterns	Pupils should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills •change rhythm, speed, level and direction of their movements •create and perform dances using simple movement

	<b>Key vocab to develop with the children =repeat, skip, hop, gallop</b>	<b>Key vocab to develop with the children =control, balance, sequence, repeat, rhythm, level, direction</b>	<b>Key vocab to develop with the children =control, sequence, repeat</b>	patterns, including those from different times and cultures •express and communicate ideas and feelings
<b>GAMES</b>	Can throw underarm. Can roll a piece of equipment. Can move and stop safely. Can demonstrate spatial awareness Can catch with both hands. Can send and receive different equipment in different ways Can play games following simple rules and instructions  <b>Key vocab to develop with the children= throw, catch</b>	Can hit a ball with a bat. Can throw in different ways. Can use hitting, kicking and/or rolling in a game. Can follow rules within a game. Can send and receive within a small group game  <b>Key vocab to develop with the children= send, receive</b>	Can stay in a 'zone' during a game. Can decide where the best place to be is during a game. Can use one tactic in a game. Can follow rules within a game. Can send and receive with increasing accuracy within a game  <b>Key vocab to develop with the children=attack,defend, tactic</b>	Pupils should be taught to participate in team games, developing simple tactics for attacking and defending
<b>GYMNASTICS</b>	Can make their body tense, relaxed, curled and stretched. Can link and repeat 2 actions together to make a short sequence Can roll in different ways. Can travel in different ways. Can balance in different ways. Can stretch and curl in different ways. Can travel safely on/across and from equipment in different ways Can work with a group to get equipment out safely	Can make their body tense, relaxed, curled and stretched. Can control their body when travelling and balancing. Can climb safely. Can balance on different body parts Can plan and show a short sequence of linked movements. Can work with a group to get equipment out safely  <b>Key vocab to develop with the</b>	Can use contrast in sequences- e.g. of direction, speed, level. Can show increasing control in movements Can think of more than one way to create a sequence, which follows a set of 'rules'. Can work independently, with a partner and in a small group to create a short sequence of linked actions that show a clear beginning, middle and end.  Can work with a group to get equipment out safely	Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others

	<b>Key vocab to develop with the children=twist, curl, stretch, travel, balance</b>	<b>children= tense, curl, stretch, balance, link, sequence</b>	<b>Key vocab to develop with the children=direction, speed, level, link, sequence, balance,</b>	
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**End of KS Expectations:**

Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, 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.

**PE CURRICULUM KEY STAGE 2**

	<b><u>YEAR 3/4</u></b>	<b><u>YEAR 5/6</u></b>	<b><u>END OF KEY STAGE EXPECTATIONS</u></b>
<b>HEALTH AND FITNESS</b>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p> <p>Can explain why warming up is important. Can explain why keeping fit is good for health. Can explain what effect exercise has on the body.</p>	<p>Can explain some important safety principles when preparing for exercise.</p> <p>Can explain why exercise is important.</p> <p>Can choose appropriate warm ups and cool downs</p> <p>Can explain how the body reacts to different kinds of exercise.</p> <p>Can explain why we need regular and safe exercise.</p>	
<b>ACQUIRING AND DEVELOPING SKILLS</b>	<p>Can select and use the most appropriate skills, actions or ideas.</p> <p>Can move and use actions with co-ordination and control</p> <p>Can show good control in their movements.</p> <p>Can make up their own small sided games</p>	<p>Can link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>Can show good control in their movement</p> <p>Can apply skills, techniques and ideas consistently.</p> <p>Can show precision, control and fluency.</p>	<p>Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination.</p>
<b>EVALUATING AND IMPROVING</b>	<p>Can explain how their work is similar and different from that of others.</p> <p>Can use that comparison to improve their</p>	<p>Can modify use of skills or techniques to improve their work</p> <p>Can analyse and explain why they have used</p>	<p>Pupils should be taught to compare their performances with previous ones to</p>

	<p>own work Can use observations to improve their work. Can compare and comment on skills, techniques and ideas that they and others have used.</p>	<p>specific skills or techniques. Can create their own success criteria for evaluating</p>	<p>achieve their personal best.</p>
<b>DANCE</b>	<p>Can improvise freely, translating ideas from a stimulus into movement. Can link actions to make dance phrases, working with a partner and in a small group Can repeat, remember and perform these phrases in a dance Can apply basic compositional ideas to create dances which convey feelings and emotions Can compose their own dances in a creative and imaginative way. Can use a range of movement and dance phrases within different ways (unison, canon) with a partner or group Can think about character and narrative ideas created by the stimulus, and respond through movement</p> <p><b>Key vocab to develop with the children= link, phrase, repeat, convey, compose</b></p>	<p>Can perform to an accompaniment, expressively and sensitively. Can compose their own dances that shows clarity, fluency, accuracy and consistency. Can select and use a range of compositional ideas to create motifs that demonstrate their dance idea Can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns</p> <p><b>Key vocab to develop with the children= motif, compose, canon, unison</b></p>	<p>Pupils should be taught to create dances using a range of movement patterns including those from different times, place and cultures</p> <ul style="list-style-type: none"> <li>•Respond to a range of stimuli and accompaniment</li> <li>•Through dance, develop flexibility, strength, technique, control and balance</li> <li>•Perform dances using a range of movement patterns</li> </ul>
<b>GAMES</b>	<p>Can send and receive different equipment with control and accuracy Knows and uses rules fairly to keep games going. Can keep possession with some success during a game Shows awareness of space and uses it to support team mates and cause problems for the opposition during a game</p>	<p>Can hit a ball accurately and with control. Can keep possession of the ball. Can vary tactics and adapt skills according to what is happening within the game- such as showing awareness of moving into spaces to support team mates and cause problems for the opposing team in a game Can use a number of techniques to pass, dribble and shoot.</p>	<p>Pupils should be taught to 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</p>

	<p>Can send and receive accurately.  Can move to find a space when they are not in possession during a game  Can choose the best tactics for attacking and defending.</p> <p><b>Key vocab to develop with the children= control, accuracy</b></p>	<p>Can regulate own group games, playing fairly by the agreed rules and working with others to organise and keep the game going</p> <p><b>Key vocab to develop with the children= attack, defend,tactic, modify</b></p>	
<p><b>GYMNASTICS</b></p>	<p>Can use a greater number of their own ideas for movement in response to a task.  Can explain how strength and suppleness affect performances.  Can compare and contrast gymnastic sequences, commenting on similarities and differences  Can include change of speed/direction/level within sequences  Can work alone and with a partner to create, repeat and improve a sequence with at least 3 phrases</p> <p>Can work with a group to get equipment out safely</p> <p><b>Key vocab to develop with the children= strength, compare, contrast, repeat,</b></p>	<p>Can make complex or extended sequences which show variations of speed, level and shape.  Can perform consistently to different audiences.  Can show movements that are accurate, clear and consistent.  Can combine their own work with that of others.  Can link a sequences to specific timings.</p> <p>Can work with a group to get equipment out safely</p> <p><b>Key vocab to develop with the children= control, balance, motif, sequence, link,</b></p>	<p>Pupils should be taught to develop flexibility, strength ,technique, control and balance, for example through gymnastics and athletics.</p>

	<b>sequence, link</b>	<b>refine</b>	
<b>ATHLETICS</b>	<p>Introducing and developing basic techniques-</p> <p>Can sprint over a short distance. Can run at a more steady pace over a longer distance and pace themselves to run over longer distances Can take part in a relay activity, running as part of a team. Can develop the different throwing techniques for throwing a variety of objects- eg discuss, javelin, shot putt and hammer Can demonstrate different jumping techniques- those used for standing long jump, long jump and hurdling Can challenge themselves during athletic activities and improve through personal challenge Can work in pairs/small groups to measure distance of throws/ times of runs etc and work on own personal challenge to improve</p>	<p>Developing and refining techniques in:-</p> <p>-sprinting over short distances -running steadily over longer distances -relay runs- showing effective baton changeovers -throwing- increasing their performance in different throwing techniques- shot putt, javelin, discus - jumping- increasing distances of standing long jumps and long jumps Can work in pairs/small groups to measure distance of throws/ times of runs etc Can track own progress and work to improve in precision, speed, power and stamina</p>	
<b>SWIMMING</b>	<p>Robins class usually do a 6 week block of swimming during the Spring term at QMC- swimming programme follows Hampshire Schools Swimming tests and works from beginners to Swim 3</p>		<p>All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>•swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>•use a range of strokes effectively such as front crawl, backstroke and breaststroke</li> <li>•perform safe self-rescue in different</li> </ul>

<b>OUTDOOR AND ADVENTUROUS ACTIVITIES</b>	Can follow a map in a familiar context. Can move from one location to another following a map. Can use clues to follow a route. Can follow a route safely	Can follow a map in an unknown location. Can use clues and compass directions to navigate a route. Can change their route if there is a problem. Can plan a route and series of clues for someone else taking account of safety and danger	water-based situations.  Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team
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**End of KS Expectations:**

Pupils should continue to implement 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 succeed in different activities and sports and learn how to evaluate and recognise their own success.



## CORE SKILLS CURRICULUM

**Fundamental of Movement – (FOM)** =Balance, Coordination, Agility Activities

**Fundamental Movement Skills – (FMS)**–=Travel (Stop, Start, Run, Hop, Roll.....) Send. Receiving. Jump, Strike

**Fundamental Sport Skills –(FSS )** =The combination of **FOM, FMS** in sport specific activities ie sending with a golf club, Netball, Rugby, Football ,running and tagging,...)

**Sport Specific Skills – FOM,FMS,FSS** – The combination of the core skills in sport specific games. Develop and implement rules and tactics, decision making

Year	Autumn	Spring	Summer
R	Developing Generic Movement skills Multi Skills Fundamental of Movements Balance, Co-ordination, Agility Creative activities	Developing Generic Movement skills Multi Skills Fundamental of Movements Balance, Co-ordination, Agility Creative activities	Apply Generic Movement skills Multi Skills Fundamental of Movements Balance, Co-ordination, Agility Creative activities
I	Develop and Apply FOM Core strength Sequential movement Creative Activities	Develop and Apply FOM Core strength Sequential movement Creative Activities	Develop and Apply FOM Core strength Sequential movement Creative Activities
2	Develop, Apply, Extend FOM,FMS Core strength Sequential movement Creative Activities	Develop, Apply, Extend FOM,FMS Core strength Sequential movement Creative Activities	Develop, Apply ,Extend FOM,FMS Core strength Sequential movement Creative Activities  Combine learnt skills in sports specific activities Small sided 3v3, team games Develop sport specific rules, playing areas.

3	<p>Extend FOM,FMS.FSS in Sport Specific Creative Activities Individual, team and competitive Develop &amp; Apply FSS in sport specific physically demanding, competitive team games. Appropriate to L1,2 competition (Invasion)</p>	<p>Extend FOM,FMS.FSS in Sport Specific Creative Activities Individual, team and competitive Develop &amp; Apply FSS in sport specific physically demanding, competitive team games. Appropriate to L1,2 competition ( Net/Wall)</p>	<p>Extend FOM,FMS.FSS in Sport Specific Creative Activities Individual, team and competitive Develop &amp; Apply FSS in sport specific physically demanding, competitive team games. Appropriate to L1,2 competition (Strike/Field, Athletics)</p>
4	<p>Extend &amp; Broaden FOM,FMS.FSS in Sport Specific Creative Activities Individual, team and competitive</p> <p>Extend and Broaden SSS physically demanding, Challenging and competitive team games appropriate to Level 1,2 (Invasion, Net/Wall,Strike/Field,Athletics)</p>	<p>Extend &amp; Broaden FOM,FMS.FSS in Sport Specific Creative Activities Individual, team and competitive</p> <p>Extend and Broaden SSS physically demanding, Challenging and competitive team games appropriate to Level 1,2 (Invasion, Net/Wall,Strike/Field,Athletics)</p>	<p>Extend &amp; Broaden FOM,FMS.FSS in Sport Specific Creative Activities Individual, team and competitive</p> <p>Extend and Broaden SSS physically demanding, Challenging and competitive team games appropriate to Level 1,2 (Invasion, Net/Wall,Strike/Field,Athletics)</p>
5	<p>Extend and participate SSS in competitive environment. Activities are physically demanding &amp; challenging appropriate for individual progression and development in creative areas and games</p> <p>Competitive opportunities at Level 1,2,- eg individual (personal best and against others)</p>	<p>Extend and participate SSS in competitive environment. Activities are physically demanding &amp; challenging appropriate for individual progression and development in creative areas and games</p> <p>Competitive opportunities at Level 1,2,- eg individual (personal best and against others)</p>	<p>Extend and participate SSS in competitive environment. Activities are physically demanding &amp; challenging appropriate for individual progression and development in creative areas and games</p> <p>Competitive opportunities at Level 1,2,- eg individual (personal best and against others)</p>
6	<p>Extend and challenge pupils Individual Ability to take part in their appropriate level of competition to ensure individual success in creative sports and games</p> <p>Competitive opportunities at Level 1,2,- eg individual (personal best and against others)</p>	<p>Extend and challenge pupils Individual Ability to take part in their appropriate level of competition to ensure individual success in creative sports and games</p> <p>Competitive opportunities at Level 1,2,- eg individual (personal best and against others)</p>	<p>Extend and challenge pupils Individual Ability to take part in their appropriate level of competition to ensure individual success in creative sports and games</p> <p>Competitive opportunities at Level 1,2,- eg individual (personal best and against others)</p>

## **NATIONAL CURRICULUM: PHYSICAL EDUCATION**

### **Progression across the Key Stages**

The following table details the requirements of the National Curriculum as well as the progression in learning across the Key Stages under key headings identified within the new curriculum.

The Key Stage statements of ‘what children should achieve’ at each Key Stage are shown in **black**. Reference to ‘what pupils should be taught’ is shown in **red**.

	Aims	KS1	KS2
Movement	Develop competence to excel in a broad range of physical activities	Develop fundamental movement skills, becoming increasingly confident and competent <b>Master basic movements such as running, jumping, throwing and catching</b>	Continue to apply and develop a broader range of skills
Using skills and techniques		Access a broad range of opportunities to extend their agility, balance and coordination <b>Developing balance, agility and coordination</b>	Learn how to use(skills) them in different ways and to link them to make actions and sequences of movement <b>Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics</b>
<b>Range of activities application</b>		<b>Begin to apply basic movements in a range of activities</b>	<b>..... and in combination</b>
<b>Dance</b>		<b>Perform dances using simple movement patterns</b>	<b>Perform dances using a range of movement patterns</b>
<b>Cooperation (social)</b>	Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect	(work) individually and with others. Engage in cooperative physical activities	(enjoy) communicating, collaborating with each other <b>...and within a team</b>
<b>Competition</b>	A high quality physical education	Engage in competitive physical	(enjoy) competing with each other

	curriculum inspires all pupils to succeed and excel in competitive sport... <i>Engage in competitive sports and activities</i>	activities (both against self and against others)	
<b>Games</b>		Participate in team games	Play competitive games, modified where appropriate
<b>Tactics Attack/defend</b>		Developing simple tactics for attacking and defending	Apply basic principles suitable for attacking and defending
<b>Challenge</b>	....succeed and excel (in competitive sport) and other physically demanding activities	Range of increasingly challenging situations	Develop an understanding of how to improve in different physical activities and sports Take part in OAA challenges both individually and within a team
<b>Analysis and evaluation</b>			Learn how to evaluate and recognise their own success Compare their performances with previous ones and demonstrate improvement to achieve their personal best
<b>Preparation for life and participation</b>	It should provide opportunities for pupils to become physically confident in a way, which supports their health and fitness	Access a broad range of opportunities	
<b>Health and fitness</b>	Are physically active for sustained periods of time. Lead healthy, active lives		
<b>Swimming</b>			Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke Perform safe self-rescue in different water-based situations

