

Purpose of study	Subject content Key Stage 1	Subject content Key Stage 2
<p>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.</p> <p>Aims The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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. <p>Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Schools are not required by law to teach the example content in [square brackets].</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, 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. <p>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:</p> <ul style="list-style-type: none"> • 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

DANCE		Responding to Stimuli	Sequencing & Performing	Movement	Evaluation
	Reception	Move freely to music. Show awareness of changes in environment (light/dark, music, space).	Perform a short sequence.	Move at different speeds & directions. Isolate & move all parts of your body – some at the same time.	Identify what you like about a performance.
	Year 1	Respond appropriately to stimuli.	Perform a sequence in time with others with precision & fluency.	Move using a range of movements at different speeds & directions with music.	Identify areas of strength & development in own group & other groups.
	Year 2	Respond appropriately & creatively to stimuli.	Perform a sequence in time with others with control & expression.	Show creativity & originality in movements.	Give specific feedback to improve a performance.
	Year 3	Translate stimuli to repeatable dance moves or phrases.	Perform an extended sequence using change of level, speed & direction.	Perform movements with control, precision & expression.	Communicate feedback effectively within a group.
	Year 4	Show awareness of expression & movement to convey meaning.	Perform an extended sequence with control, energy & flair.	Use high quality movements to perform & move.	Communicate feedback effectively within your own group & other groups.
	Year 5	Use dance for different purposes. Understand cultural relevance of dance.	Perform a sequence to convey a meaning or story.	Use a variety of appropriate movements in a variety of contexts.	Adapt work & make changes quickly & effectively based on self-evaluation.
	Year 6	Use imagination & originality to react to a variety of different stimulus.	Perform a routine with high levels of fluency, expression & flair.	Show originality & creativity in movements.	Effectively communicate areas of improvement & suggest practical solutions. Respond effectively & appropriately to feedback.

GYMNASTICS		Balance	Rolls	Travelling	Leaping & Jumping	Sequencing	Adaptations & Feedback
	Reception	Show stillness in static shapes.	Explore rolling as a way of travelling.	Travel with control in a variety of ways.	Jump & land safely.	Link 3 elements together & remember a sequence.	Identify good work & say why they like it.
	Year 1	Show stillness & tension in static shapes.	Know & describe effective rolling technique. Roll with control.	Know the principles of effective gymnastic movements.	Demonstrate effective jumping & landing techniques.	Perform a sequence using tension, control & balance (5 parts).	Identify effective gymnastics & suggest improvements.
	Year 2	Show tension & stillness in a wide variety of shapes.	Demonstrate control in a variety of sideways rolls (log, egg, teddy bear, side roll etc.).	Show tension & control in gymnastic movements.	Jump effectively in a variety of ways.	Perform a sequence using balances, rolls, jumps (7 parts).	Identify effective gymnastics & communicate improvements with encouragement.
	Year 3	Show creativity when performing effective balances.	Demonstrate control in a variety of sideways & forward rolls (log, egg, teddy bear, side roll, forward roll etc.).	Move with fluency & control when moving.	Change shape & direction whilst jumping.	Create & perform a sequence using complex movements & balances with fluency (9 parts).	Adapt sequences according to challenges.
	Year 4	Demonstrate good techniques when balancing independently/using a partner/apparatus.	Show control when rolling in all directions.	Move with fluency & control when moving at different levels.	Perform a variety of jumps & leaps with control.	Show creativity when creating a complex sequence (11 parts).	Demonstrate self-awareness & self-reflection.
	Year 5	Demonstrate creativity & good technique when balancing using a partner & apparatus.	Show high levels of control when rolling.	Demonstrate change of speed, levels & direction whilst moving with control.	Demonstrate power & control when leaping & jumping.	Use a large floor space to perform an effective sequence (13 parts).	Adapt sequence to different stimuli
Year 6	Know the importance of core strength when balancing.	Adapt rolls creatively.	Show creativity & control in movements.	Show flair & creativity in leaps & jumps.	Perform a sequence with high levels of tension, control & fluency (13 parts).	Show elements of leadership & decision-making.	

GAMES		Passing	Shooting	Attack & Defence	Gameplay & Tactics	Leadership
	Reception	Understand the concept of passing.	Know the difference between a pass & a shot.	Know there are different roles in games.	Follow the rules of the game.	Share equipment & introduce friend to a game or task.
	Year 1	Pass a variety of objects in a variety of ways.	Understand shooting as a method of scoring in a game.	Know the difference between attack & defence.	Apply multiple skills to a game.	Show awareness of the emotions of others in a group & react.
	Year 2	Pass effectively in a variety of ways.	Know what shooting means in different games.	Use basic attacking & defending skills (evasion, shadowing, goal keeping, spatial awareness etc.).	Show awareness of teammates in a game.	Demonstrate decision making in a team.
	Year 3	Demonstrate effective passing techniques.	Shoot with accuracy.	Quickly recognise & move into space when appropriate. Understand the concept of marking.	Show good understanding of gameplay & rules.	Demonstrate effective communication skills.
	Year 4	Demonstrate effective passing techniques under pressure.	Shoot with accuracy & power.	Develop game reading & interception skills.	Adapt to stimuli in a game (time, defence, score etc.).	Show leadership qualities to support & encourage.
	Year 5	Know when to pass to a teammate & when to pass into a space.	Identify opportunities to shoot & execute a shot effectively.	Demonstrate different forms of attack & defence.	Demonstrate knowledge of different tactics (e.g. throwing to 5 th base, setting field for left hand batter etc.).	Maintain individual awareness of fair play & promote within a team.
	Year 6	Show fluency & accuracy when passing (1 touch, passing after a pivot etc.).	Shoot in a variety of ways.	Develop own methods of attack & defence, and coordinate with others	Evaluate & reflect on a team's tactics & performance.	Give effective feedback to individuals in your team & to your whole team.

LOCOMOTION & ATHLETICS		Movement & Agility	Distance Running	Sprinting	Jumping	Throwing	Fitness
	Reception	Move with a variety of speeds, levels & directions. Experiment with different movements for different purposes (most careful, fastest, furthest, highest etc.)	Experiment with how far you can run.	Run effectively in a straight line.	Jump & land safely (2 feet to 2 feet).	Experiment with throwing different things in different ways. Understand the concept of throwing for distance.	Know what happens to breathing & temperature after exercise.
	Year 1	Change direction whilst moving (curve, sidestep, change move etc.). Select appropriate speed when moving. Move effectively in all directions & at all levels. Link 2 or more movements without pausing.	Know the difference between walk, jog & sprint.	Know & use basic sprinting technique.	Demonstrate a variety of jumps.	Use different techniques when throwing.	Describe how you feel after exercise (physically & emotionally).
	Year 2	Show agility when changing direction. Select appropriate speed in a given situation. Link 2 or more balances with agility & balance. Apply changes in speed & direction to different situations.	Select appropriate speed to 'keep going' over a prolonged distance.	Evaluate & improve sprinting technique. Respond quickly to stimuli.	Know & use effective technique when jumping.	Self-select appropriate technique when throwing different objects.	Understand the difference between vigorous & light exercise.
	Year 3	Move with agility & speed in a variety of ways. Hop with control.	Run fluently at different speeds.	Consistently use effective sprinting technique. Demonstrate good acceleration from a static position.	Use correct technique to maximise power. Perform 1 step run & jump.	Know & evaluate different throwing techniques.	Understand the difference between cardiovascular system & developing muscular endurance.
	Year 4	Understand how changes of speed affects agility. Move with agility at a variety of speeds. Link movements together with complete fluency.	Select appropriate speed for a race. Adapt speed to race conditions. Understand the term 'maintain a constant pace'.	Demonstrate acceleration & speed over an increased distance. Evaluate different starting positions.	Evaluate & develop preferred jumping technique (spring or rock). Perform 3 step run & jump.	Develop power when throwing for distance. Know where power comes from when throwing.	Explain how different exercises need different recovery rates.
	Year 5	Combine speed, agility & power. Apply changes of direction & sidestepping to a game.	Adapt pace to experiment with different race tactics (sprint finish, fast start etc.)	Fluently use correct sprinting technique. Run with high levels of agility, speed & competitiveness. Know & use correct baton passing technique for shuttle & track relay.	Combine explosion & control whilst jumping. Know & use effective Triple Jump technique.	Throw using correct technique with a short run up.	Identify how your body feels & reacts according to improved levels of fitness (out of breath, legs ache etc.).
	Year 6	Apply changes of direction & sidestepping to a game. Know what agility means in a range of contexts (athletics, games etc.)	Show high levels of determination. Can sustain an appropriate pace for a race. Apply tactics to a race.	Show power & correct technique when running at speed. Maintain fair competitive attitude. Fluently pass the baton for track & shuttle relays.	Isolate parts of Triple Jump in order to improve. Perform standing & 3 step run & jump with precise technique.	Adapt throwing technique to different competitions (knelling, seated etc.)	Understand the importance of fitness & the value of 'keep going'.