

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DANCE	Move freely to music.	Move appropriately in response to stimuli.	Translate stimuli to dance moves.	Perform as a character.	Perform with elements of originality and expression.	Move imaginatively and appropriately to a range music.
	Respond freely to stimuli.	Move appropriately to music.	Move appropriately with expression.	Use and perform with distinct and expressive movements.	Work cooperatively with a partner.	Perform movements and routines with originality and expression.
	Alter speed appropriately.	Copy and repeat a simple sequence consistently.	Move at different speeds, directions and levels.	Create original movements to support narrative.	Perform consistently with precision.	Link movements to a story.
	Show originality when moving on different levels.	Create and perform a dance sequence with expression.	Show control and originality.	Be an active group member.	Convey a message or expression through dance.	Perform and link dance phrases appropriately and effectively.
	Move with music.	Create an original sequence and perform with timing and control.	Create a sequence using different speeds, levels and directions.	Perform a routine with control, energy and flair.	Perform narrative with expression.	Adapt and change performance based on self-evaluation.
	Perform a sequence with precision and fluidity.	Perform sequence consistently in time with others.	Work with a partner or group to create sequence.	Copy a sequence with control.	Adapt and change a performance based on self-evaluation.	Can work within and contribute to group decisions.
	Improve sequences based on feedback.	Perform sequence in time with music.	Copy basic moves with precision.	Suggest appropriate changes to group's formation.	Replicate sequence quickly.	Adapt performances to incorporate equipment.
	Perform sequence in time with others.	Give specific feedback on a performance.	Perform moves to a beat with control.	Evaluate a performance and refine accordingly.	Perform with purpose and with high energy levels.	Replicate quickly what they have seen.
	Create an original sequence and perform with timing and control.	Use specific feedback to improve performance.	Copy an extended sequence.	Adapt own performance to different stimuli.	Create original movements linked in an original sequence.	Can lead groups and perform with high levels of energy.
	Work collaboratively to adapt a sequence.	Change level in a sequence.	Create original moves.	Work collaboratively to adapt a sequence.	Communicate ideas in a group.	Create and perform original routine with elements of performance and flair.
		React to different tempo.		Give appropriate feedback.	Give appropriate feedback.	
		Describe, evaluate and alter sequence accordingly.				

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GYMNASTICS	Demonstrate effective and safe jumping and landing technique.	Consistently demonstrate effective and safe jumping and landing technique.	Perform ½ turns and full turns on a floor with control.	Perform 3 mirrored balances within given parameters.	Perform mirrored balances within given parameters.	Consistently show body tension.
	Show tension in some movements and balances.	Show tension in a variety of movements and balances.	Show variety in balances.	Consistently show tension and control.	Perform balances using support (apparatus and partner).	Perform given positions accurately.
	Turn and spin with some control.	Turn and spin consistently with control.	Consistently show tension in all balances.	Perform a range of supported balances.	Show creativity in paired work.	Perform a range of leaps.
	Move in different ways.	Move in different ways with control.	Balance using apparatus.	Change speed, level and direction in a sequence.	Communicate effectively with partner.	Perform a wide range of rolls accurately.
	Know and describe effective gymnastic movements.	Know, describe and demonstrate effective gymnastic movements.	Roll with control in at least 2 different ways.	Perform all rolls with control.	Show control and fluidity in sequence.	Turn and spin with control.
	Consistently roll with control.	Consistently roll with control from different starting positions.	Roll forward into sitting position.	Roll from different starting positions.	Perform up to 4 rolls with control.	Perform original sequence with enthusiasm, precision, fluidity and balance.
	Balance consistently using different body parts.	Link jump and roll with control.	Use linking movements with control.	Attempt backward roll (with support)	Roll from different starting position.	Create a complex sequence.
	Copy a 5 part sequence.	Balance consistently using different body parts.	Create and perform a sequence with control and fluency.	Perform a variety of complex sequences with a partner (mirror, canon, support)	Start and exit roll with control.	Demonstrate sound understanding of gymnastic performance.
	Create an original 5 part sequence.	Copy a 5 part sequence using gymnastic principles.	Perform sequence in unison.	Demonstrate safe landing consistently.	Perform cartwheel in a straight line.	Work effectively in a group.
	Perform sequence as part of a competition with control, tension and balance.	Create an original 5 part sequence using linking movements.	Can adapt sequence using complex movements and balances.	Demonstrate effective turns with control.	Show safe landing position.	Evaluate own and others performance.
	Introduce a linking movement.	Perform sequence as part of a competition with control, tension and balance.	Can act on feedback.	Connect complex jumps and turns.	Show control when jumping, turning and spinning.	Show elements of decision making and leadership.
		Act on feedback.	Alter shape in the air.	Perform leaps as part of a sequence.	Perform leaps as part of an original sequence.	Create original sequence using apparatus.
				Create own sequence.	Adapt and perform a sequence with control and precision.	Adapt ideas showing gymnastic awareness.
				Respond to and give appropriate feedback.	Give appropriate feedback and work collaboratively.	

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NET/WALL GAMES STRIKING & FIELDING	Show basic levels of hand/eye coordination.	Show increased levels of hand/eye coordination. to send and control accurately	Return a bouncing ball with some accuracy.	Perform forehand using correct technique.	Hit a moving ball consistently.	Keep a rally going over a prolonged period of time.
	Demonstrate hand/eye coordination while moving.	Demonstrate hand/eye coordination while moving in different directions.	Rally with a partner (10 shots)	Know difference between forehand and backhand.	Continue a rally.	Consistently show accuracy using backhand.
	Hold racket effectively.	Hold racket effectively.	Show awareness of hitting into space.	Use backhand to hit moving ball.	Consistently show accuracy using a backhand.	Consistently show accuracy using forehand.
	Hit a rolling ball with control.	Hit a rolling ball with increased control.	Hit a bouncing ball consistently with control.	Consistently hit a moving ball with control.	Consistently hit a volley with precision.	Consistently show accuracy using volley.
	Hit a bouncing ball.	Hit a bouncing ball with control.	Show awareness of space in a game situation.	Hit a volley with precision and control.	Coordinate throwing and hitting.	React well to changing situations.
	Move with an object at speed in a variety of ways.	Demonstrate correct hitting position.	Catch consistently.	React quickly to play the best shot possible.	Select appropriate shot for a given situation.	Consistently select the correct shot in any given situation.
	Can control object in a tight space.	Control an object at speed in a variety of ways.	Hit a volley with control	Show competitive edge.	Use a wide variety of shots with precision.	Use skills and knowledge to effectively win games.
	Control object in a straight line.	Can control a variety of objects in a tight space consistently.	Hit a stationary ball.	Throw accurately using 2 techniques.	React well to changing situations within a game.	Use correct technique when throwing and stopping a ball.
	Keep control whilst changing direction.	Control a variety of objects in a straight line.	Hit a moving ball using correct technique.	Catch a small ball.	Throw overarm/underarm effectively and accurately.	Transfer from stop to throw quickly.
	Keep close control using different body parts.	Keep close control using different body parts.	Choose direction of strike.	Hit a ball in an intended direction with power.	Consistently select and apply correct throw.	Use correct technique when striking a ball.
	Show control with a change of direction at speed whilst holding/ carrying.	Show control with a change of direction at speed whilst moving in different ways.	Show basic fielding principles.	Explain the rules of a game.	Use correct technique (cricket bowl)	Contribute to group discussions.
	Show control using equipment.	Consistently use equipment.	React quickly to events in a game situation.	Demonstrate effective fielding skills consistently.	Hit a ball consistently with power and controlled direction.	Lead group and resolve any conflicts.
				Show awareness of match situations.		

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SENDING & RECEIVING	Roll with accuracy.	Roll with accuracy and control.					
	Throw with accuracy.	Throw with increased accuracy.					
	Can throw to themselves consistently.	Can throw to themselves consistently.					
	Can predict where to move to stop a ball.	Can predict where to move to stop a ball and stop it effectively.					
	Show awareness of moving into space and receiving on the move.	Show increased awareness of moving into space and receiving on the move.					
	Show element of leadership in a group.	Show element of leadership and decision making in a group.					
	Select appropriate throw (underarm/ overarm).	Can adapt throwing and catching technique instinctively.					
	Select best way to send.	Demonstrate good technique when striking.					
	Show awareness of purpose when sending an object.	Show awareness of purpose when sending an object.					

INVASION GAMES	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Execute a variety of passes.	Execute a variety of passes.	Send and receive effectively on the move.	Apply basic skills to game situations.
			Send and control a ball on the move.	Consistently select appropriate skill for different situations.	Execute a variety of passes confidently.	Have some creative input into the creation of a game.
			Recognise and move into space.	Know difference between a shot and a pass.	Move into space appropriately.	Know High5 netball positions.
			Show understanding of marking.	Quickly identify space and react accordingly.	Use evasive strategies.	Evaluate activity and make appropriate changes.
			Use evasion strategies.	Understand marking and react to an attack.	Apply attacking/ defensive strategies.	Implement attacking and defensive tactics in a game.
			Know difference between attack and defence.	Evaluate own performance.	Develop own attacking/ defensive strategy.	Develop own attacking and defensive tactics.
			Anticipate opportunities to intercept.	Consistently show awareness of game principles.	Use tactics in a game situation.	Show high levels of awareness of game principles.
			Know difference between a pass and a shot.	Pass accurately using correct technique.	Demonstrate leadership qualities.	Show high level of control, skill and accuracy.
			Apply skills and knowledge effectively in a game situation.	Work as part of a team.	Demonstrate elements of flair and creativity in game situations.	Execute a variety of passes consistently.
			Select appropriate technique in a given situation.	Give and act on effective feedback.	Consistently show teamwork and fair play.	Recognise and move into space quickly.
			Select appropriate technique in a given situation.	Show accuracy when shooting.	Apply flair in game situations.	
					Show leadership qualities to support and encourage.	

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ATHLETICS	Copy and develop a range of movements.	Copy and develop a range of movements.	Hop with balance and control.	Perform jumping technique with precision.	Know good technique when jumping. Isolate parts of the jump in order to improve performance.	Know and use parts of the jump in isolation.
	Use basic sprinting technique.	Evaluate and improve sprinting technique.	Jump with balance and control.	Show fluency in running and jumping.	Select preferred take-off foot when jumping.	Understand fully how a skill is broken down.
	Shift weight side to side.	Respond quickly to stimuli.	Perform athletic sequence with control.	Select appropriate speed for a race.	Combine explosion with control.	Perform a variety of jumps fluently.
	Use sideways movement for a purpose.	Shift weight side to side.	Jump and land safely.	Maintain a constant pace.	Run and jump with height.	Evaluate performance of others and suggest improvements.
	Change direction quickly whilst moving.	Use sideways movement for a purpose.	Describe and evaluate jumping action.	Adapt pace to race conditions.	Combine elements of jump to maximise distance.	Show improvement in jumping.
	Demonstrate a variety of jumps.	Change direction quickly whilst moving.	Run effectively at different speeds.	Show acceleration and speed over a distance.	Run with high levels of speed, agility and competitiveness.	Perform triple jump with balance and control.
	Self-select appropriate speed when moving.	Demonstrate good technique when jumping for height and distance.	Use good sprinting technique.	Demonstrate quick reactions and evaluate different starting positions.	Adapt pace to race situation.	Can sustain an appropriate pace for a race.
	Link 2 movements with balance.	Self-select appropriate speed when moving.	Show good acceleration from a static start.	Pass baton without change of pace.	Develop preferred starting position.	Adapt pace to race situation.
	Use different techniques to throw an object.	Link 2 or more movements with balance and agility.	Know basic principles of throwing for distance.	Accelerate and maintain pace through a curve.	Develop and apply baton passing technique.	Use knowledge of tactics in a race situation.
	Throw with power.	Identify different throws.	Demonstrate basic principles of throwing for distance.	Select appropriate throwing technique for an event.	Use good technique with performing a variety of throws	Consistently show power and effective technique when jumping, throwing and sprinting.
	Select appropriate technique in a given situation.	Use correct techniques to throw an object.	Use a variety of techniques to throw.	Use correct technique to achieve maximum power.	Throw with power using a run up.	Show determination.
		Select appropriate technique in a given situation with different objects	Use correct technique to achieve maximum power.	Describe effects of exercise.		Demonstrate a strong desire to improve.
		Recognise and describe what body feels like after exercise.	Explain rates of recovery.		Maintain a competitive attitude.	

OUTDOOR ADVENTUROUS ACTIVITIES	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						Positively interact with others.
						Work together to solve a problem.
						Understand a map as a representation of simple features.
						Identify key features on a simple map.
						Use a simple map to follow a route.
					Understand and use compass points and bearings.	