



Physical Education Curriculum and Core skills

EYFS **Year 1** **Year 2** **Year 3** **Year 4** **Year 5** **Year 6**

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• Participate in team games, developing simple tactics for attacking and defending.• Perform dances using simple movement patterns.	<ul style="list-style-type: none">• 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.• Take part in gymnastics activities.• Take part in athletics activities.• Perform dances.• Take part in outdoor and adventurous activity challenges both individually and within a team.• Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.



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PE 2020-21 – EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	T1	T2	T3	T4	T5	T6
EYFS	Negotiating space	Gym	Dance	Ball skills	Athletics	Athletics/games
Lower Phase	Games-ball skills	Dance	Gym	Games	Games	Athletics
	Games	Dance	Gym	Games	Games	Athletics
Middle Phase	Gym	Games	Dance Y3 – Swimming	Dance	Games	Athletics
	Gym	Games	Dance Y3 – Swimming	Dance	Games	Athletics
Upper Phase	Ball Games	Gym	Games	Dance	Games	Athletics
	Invasion/tag games	Gym	Games	Dance	Games	Athletics

Learning Pathway

		Lower School	Middle School	Upper School
To develop practical skills in order to participate, compete and lead a healthy lifestyle	Games	<ul style="list-style-type: none"> Use rolling, hitting, running, jumping, catching and kicking skills in combination. 	<ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. 	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).



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		<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.
	Dance	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences.



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		<ul style="list-style-type: none"> • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. 	<ul style="list-style-type: none"> • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).
	Gymnastics	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging



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		<ul style="list-style-type: none"> • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<ul style="list-style-type: none"> • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used
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				<p>in performances (listed above).</p> <ul style="list-style-type: none"> • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright).
	Swimming		<ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. 	<ul style="list-style-type: none"> • Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length.
	Athletics	<ul style="list-style-type: none"> • Athletic activities are combined with games in Years 1 and 2. 	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Throw accurately and refine performance

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			<ul style="list-style-type: none"> • Use a range of throwing techniques (such as under arm, over arm). • Run over a longer distance, conserving energy in order to sustain performance. • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> by analysing technique and body shape. • Choose the best place for running over a variety of distances. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.
	Outdoor and adventurous activities		<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. 	<ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the



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			<ul style="list-style-type: none"> • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. 	<ul style="list-style-type: none"> • commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first.
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End of School Expectations

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.



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- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.



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Support

Generic history skills

P4	P5	P6	P7	P8	Early Years
<ul style="list-style-type: none"> • Perform single actions. • Respond to simple commands. • Recognise familiar pieces of equipment. • Show awareness of cause and effect. 	<ul style="list-style-type: none"> • Link two actions in a sequence. • Follow simple instructions with the support of symbols or other prompts. • Explore a variety of movements and show some awareness of space. • Understand basic concepts. • Take turns with a partner or in a small group. • Recognise and collect, on request, familiar pieces of equipment. 	<ul style="list-style-type: none"> • Work in pairs and in small groups cooperatively (with support to follow instructions and keep on task). • Move in a variety of ways. • With support, link movements in a simple sequence. • Recognise small and large apparatus and use it with some basic control. • Throw and kick a ball, but lack direction. 	<ul style="list-style-type: none"> • Show expression through repetitive and simple sequences and movement patterns. • Develop control and coordination skills. • Listen to instructions and stop and start with some accuracy. • Work closely in pairs, trios or small groups. • Share and take turns. • Show awareness of the changes that happen to the body during physical activity. 	<ul style="list-style-type: none"> • Move with some control and coordination. • Follow and imitate sequences and patterns. • Use small and large apparatus safely. • Show awareness of space, self and others. • Play simple games with support to keep score and follow game rules. • Recognise changes that happen to the body during physical activity 	<ul style="list-style-type: none"> • Jump off an object and land appropriately. • Show increasing control over an object when pushing, patting, throwing, catching or kicking. • Experiment with different ways of moving. • Travel with confidence and skill around, under, over and through balancing and climbing equipment. • Negotiate space successfully when playing racing and chasing games with



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					others, adjusting speed or changing direction to avoid obstacles.
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Challenge

Years 7, 8 and 9

Physical education opportunities	Developing practical skills	Being physically active	Competing
<ul style="list-style-type: none"> • Play competitive sports such as football, netball, rounders, cricket, hockey, basketball, badminton, tennis and rugby, athletics and gymnastics. • Perform dances using advanced movement patterns. • Take part in outdoor and adventurous activities which present mental and physical challenges and be encouraged to work in a team. 	<ul style="list-style-type: none"> • Develop techniques and improve performances. • Compare performances with previous ones to achieve a personal best. • Become more competent, confident and expert in techniques. • Understand what makes a performance effective and apply these principles to own and others' work. 	<ul style="list-style-type: none"> • Take part in competitive sports and activities outside school through community links or sports clubs. • Develop the confidence and interest to get involved in exercise and sports and activities out of school and in later life. 	<ul style="list-style-type: none"> • Use a range of tactics and strategies to overcome opponents in face-to-face competition through team and individual games.



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