



# Physical Education Curriculum



# Physical Education: Year 1

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National Curriculum Requirements	Gymnastic Movements	Basic movements and Team Games	Dance
		<i>developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	<i>master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</i>
	<ul style="list-style-type: none"> <li>• make body curled, tense, stretched and relaxed</li> <li>• control body when travelling and balancing</li> <li>• copy sequences and repeat them</li> <li>• roll, curl, travel and balance in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• throw underarm</li> <li>• throw and kick in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• perform own dance moves</li> <li>• copy or make up a short dance</li> <li>• move safely in a space</li> </ul>
P.E Passport	<ul style="list-style-type: none"> <li>• A2 – Gymnastics – Balancing and spinning on Points &amp; Patches.</li> <li>• Sp 2 – Gymnastics – Wide, narrow &amp; curled rolling &amp; balancing.</li> <li>• Su 2 – Gymnastics – Pathways – small &amp; long.</li> </ul>	<ul style="list-style-type: none"> <li>• A1 – Net and Wall Skills 1.</li> <li>• A2 – Object Manipulation 2.</li> <li>• Sp 1 – Invasion Games.</li> <li>• Sp 2 – Athletics.</li> <li>• Su 1 – Target Games.</li> <li>• Su 2 – Striking &amp; Fielding Games.</li> </ul>	<ul style="list-style-type: none"> <li>• A1 – Dance – Animals.</li> <li>• Sp 1 – Dance – Fire of London.</li> <li>• Su 1 – Dance – Minibeasts.</li> </ul>

# Physical Education: Year 2

Physical Education: Year 2			
National Curriculum Requirements	Gymnastic Movements	Basic movements and Team Games	Dance
		<i>developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	<i>master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</i>
	<ul style="list-style-type: none"> <li>• plan and perform a sequence of movements</li> <li>• improve sequence based on feedback</li> <li>• think of more than one way to create a sequence which follows some 'rules</li> </ul>	<ul style="list-style-type: none"> <li>• use hitting, kicking and/or rolling in a game</li> <li>• decide the best space to be in during a game</li> <li>• use a tactic in a game</li> <li>• follow rules</li> </ul>	<ul style="list-style-type: none"> <li>• change rhythm, speed, level and direction in dance</li> <li>• make a sequence by linking sections together</li> <li>• use dance to show a mood or feeling</li> </ul>
P.E Passport	<ul style="list-style-type: none"> <li>• A1 – Gymnastics –Stretching, curling &amp; arching</li> <li>• Sp 2 – Gymnastics – Spinning, turning &amp; twisting.</li> <li>• Su 2 – Gymnastics – pathways: straight, zipzag &amp; curving.</li> </ul>	<ul style="list-style-type: none"> <li>• A1 – Net and Wall Skills 1.</li> <li>• A2 – Object Manipulation 2.</li> <li>• Sp 1 – Invasion Games.</li> <li>• Sp 2 – Athletics.</li> <li>• Su 1 – Target Games.</li> <li>• Su 2 – Striking &amp; Fielding Games.</li> </ul>	<ul style="list-style-type: none"> <li>• A2 – Dance – Fire of London.</li> <li>• Sp 1 – Dance –Animals.</li> <li>• Su 1 – Dance – Minibeasts.</li> </ul>

# Physical Education: Year 3

	Athletics	Competitive Games	Gymnastics
<b>National Curriculum Requirements</b>	<i>use running, jumping, throwing and catching in isolation and in combination</i>	<i>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</i>	<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>
	<ul style="list-style-type: none"> <li>run at fast, medium and slow speeds; changing speed and direction</li> <li>take part in a relay, remembering when to run and what to do</li> </ul>	<ul style="list-style-type: none"> <li>be aware of space and use it to support team-mates and to cause problems for the opposition</li> <li>know and use rules fairly</li> </ul>	<ul style="list-style-type: none"> <li>adapt sequences to suit different types of apparatus and criteria</li> <li>explain how strength and suppleness affect performance</li> </ul>
<b>P.E Passport</b>	<ul style="list-style-type: none"> <li>Sp 2 – Athletics .</li> </ul>	<ul style="list-style-type: none"> <li>A1 – Handball.</li> <li>A2 – Hockey.</li> <li>Sp 1 – Basketball.</li> <li>Su 1 – Football.</li> <li>Su 2 – Tennis.</li> <li>Su 2 – Cricket.</li> </ul>	<ul style="list-style-type: none"> <li>A2 – Gymnastics – Symmetry &amp; asymmetry (partners).</li> <li>Sp 2 – Gymnastics - Receiving body weight.</li> </ul>

# Physical Education: Year 3

	Dance	Outdoor and Adventurous Activity	Evaluate
<b>National Curriculum Requirements</b>	<i>perform dances using a range of movement patterns</i>	<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>
	<ul style="list-style-type: none"> <li>improvise freely and translate ideas from a stimulus into movement</li> <li>share and create phrases with a partner and small group</li> <li>remember and repeat dance perform phrases</li> </ul>	<ul style="list-style-type: none"> <li>follow a map in a familiar context</li> <li>use clues to follow a route</li> <li>follow a route safely</li> </ul>	<ul style="list-style-type: none"> <li>compare and contrast gymnastic sequences</li> <li>recognise own improvement in ball games</li> </ul>
<b>P.E Passport</b>	<ul style="list-style-type: none"> <li>A1 - Dance – Dance Around the World.</li> <li>Sp 1 – Dance – Vikings.</li> <li>Su 1 – Dance - Egyptians.</li> </ul>		<ul style="list-style-type: none"> <li>A2 – Gymnastics – Symmetry &amp; asymmetry (partners).</li> <li>Sp 2 – Gymnastics - Receiving body weight.</li> <li>A1 – Handball.</li> <li>A2 – Hockey.</li> <li>Sp 1 – Basketball.</li> <li>Su 1 – Football.</li> <li>Su 2 – Tennis.</li> <li>Su 2 – Cricket.</li> </ul>

# Physical Education: Year 4

	Athletics	Competitive Games	Gymnastics
<b>National Curriculum Requirements</b>	<i>use running, jumping, throwing and catching in isolation and in combination</i>	<i>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</i>	<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>
	<ul style="list-style-type: none"> <li>• sprint over a short distance and show stamina when running over a long distance</li> <li>• jump in different ways</li> <li>• throw in different ways and hit a target, when needed</li> </ul>	<ul style="list-style-type: none"> <li>• throw and catch accurately with one hand</li> <li>• hit a ball accurately with control</li> <li>• vary tactics and adapt skills depending on what is happening in a game</li> </ul>	<ul style="list-style-type: none"> <li>• move in a controlled way</li> <li>• include change of speed and direction in a sequence</li> <li>• work with a partner to create, repeat and improve a sequence with at least three phases</li> </ul>
<b>P.E Passport</b>	<ul style="list-style-type: none"> <li>• Sp 2 – Athletics .</li> </ul>	<ul style="list-style-type: none"> <li>• A1 – Netball.</li> <li>• A2 – Cricket.</li> <li>• Sp 1 – Tennis.</li> <li>• Su 1 – Tag Rugby.</li> <li>• Su 2 – Rounders.</li> </ul>	<ul style="list-style-type: none"> <li>• Sp 1 – Gymnastics – Arching and bridges.</li> <li>• Sp 2 – Gymnastics – Partner work – Pushing and pulling.</li> <li>• Su 2 – Gymnastics – Rolling &amp; travelling low.</li> </ul>

# Physical Education: Year 4

Physical Education: Year 4			
National Curriculum Requirements	Dance	Outdoor and Adventurous Activity	Evaluate
		<i>perform dances using a range of movement patterns</i>	<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>
	<ul style="list-style-type: none"> <li>take the lead when working with a partner or group</li> <li>use dance to communicate an idea</li> </ul>	<ul style="list-style-type: none"> <li>follow a map in a (more demanding) familiar context</li> <li>follow a route within a time limit</li> </ul>	<ul style="list-style-type: none"> <li>provide support and advice to others in gymnastics and dance</li> <li>be prepared to listen to the ideas of others</li> </ul>
P.E Passport	<ul style="list-style-type: none"> <li>A2 - Dance – Romans.</li> <li>Su 1 – Dance – Egyptians.</li> </ul>	<ul style="list-style-type: none"> <li>A1 - OAA</li> </ul>	<ul style="list-style-type: none"> <li>Sp 1 – Gymnastics – Arching and bridges.</li> <li>Sp 2 – Gymnastics – Partner work – Pushing and pulling.</li> <li>Su 2 – Gymnastics – Rolling &amp; travelling low.</li> <li>A1 – Netball.</li> <li>A2 – Cricket.</li> <li>Sp 1 – Tennis.</li> <li>Su 1 – Tag Rugby.</li> <li>Su 2 – Rounders.</li> </ul>

# Physical Education: Year 5

Physical Education: Year 5			
	Athletics	Competitive Games	Gymnastics
National Curriculum Requirements	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]
	<ul style="list-style-type: none"> <li>controlled when taking off and landing</li> <li>throw with increasing accuracy</li> <li>combine running and jumping</li> </ul>	<ul style="list-style-type: none"> <li>gain possession by working a team and pass in different ways</li> <li>choose a specific tactic for defending and attacking</li> <li>use a number of techniques to pass, dribble and shoot</li> </ul>	<ul style="list-style-type: none"> <li>make complex extended sequences</li> <li>combine action, balance and shape</li> <li>perform consistently to different audiences</li> </ul>
P.E Passport	<ul style="list-style-type: none"> <li>Sp 2 – Athletics .</li> </ul>	<ul style="list-style-type: none"> <li>A1 – Danish Longball.</li> <li>A2 – Hockey.</li> <li>Sp 1 – Basketball.</li> <li>Su 1 – Tennis.</li> <li>Su 2 – Dodgeball.</li> <li>Su 2 – Cricket.</li> </ul>	<ul style="list-style-type: none"> <li>A1 – Gymnastics – Partner work – under and over.</li> <li>Sp 1 – Gymnastics – Matching, mirroring &amp; contrast.</li> </ul>

# Physical Education: Year 5

Physical Education: Year 5			
	Dance	Outdoor and Adventurous Activity	Evaluate
National Curriculum Requirements	<i>perform dances using a range of movement patterns</i>	<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>
	<ul style="list-style-type: none"> <li>• compose own dances in a creative way</li> <li>• perform dance to an accompaniment</li> <li>• dance shows clarity, fluency, accuracy and consistency</li> </ul>	<ul style="list-style-type: none"> <li>• follow a map into an unknown location</li> <li>• use clues and a compass to navigate a route</li> <li>• change route to overcome a problem</li> <li>• use new information to change route</li> </ul>	<ul style="list-style-type: none"> <li>• pick up on something a partner does well and also on something that can be improved</li> <li>• know why own performance was better or not as good as their last</li> </ul>
P.E Passport	<ul style="list-style-type: none"> <li>• A2 - Dance – British Values.</li> <li>• Sp 2 – Dance – Dance through the Ages.</li> </ul>		<ul style="list-style-type: none"> <li>• A1 – Gymnastics – Partner work – under and over.</li> <li>• Sp 1 – Gymnastics – Matching, mirroring &amp; contrast.</li> <li>• A1 – Danish Longball.</li> <li>• A2 – Hockey.</li> <li>• Sp 1 – Basketball.</li> <li>• Su 1 – Tennis.</li> <li>• Su 2 – Dodgeball.</li> <li>• Su 2 – Cricket.</li> </ul>

# Physical Education: Year 6

	Athletics	Competitive Games	Gymnastics
<b>National Curriculum Requirements</b>	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]
	<ul style="list-style-type: none"> <li>demonstrate stamina and increase strength</li> </ul>	<ul style="list-style-type: none"> <li>agree and explain rules to others</li> <li>work as a team and communicate a plan</li> <li>lead others in a game situation when the need arises</li> </ul>	<ul style="list-style-type: none"> <li>combine own work with that of others</li> <li>sequences to specific timings</li> </ul>
<b>P.E Passport</b>	<ul style="list-style-type: none"> <li>Sp 2 – Athletics .</li> </ul>	<ul style="list-style-type: none"> <li>A1 – Ultimate Frisbee.</li> <li>A2 – Handball.</li> <li>Sp 1 –Tag Rugby.</li> <li>Su 1 – Netball.</li> <li>Su 2 – Tennis.</li> <li>Su 2 – Rounders.</li> </ul>	<ul style="list-style-type: none"> <li>Sp 1 – Gymnastics – Counter-balance &amp; counter tension.</li> <li>Su 1 – Gymnastics – Group sequencing.</li> </ul>

# Physical Education: Year 6

	Dance	Outdoor and Adventurous Activity	Evaluate
<b>National Curriculum Requirements</b>	<i>perform dances using a range of movement patterns</i>	<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>
	<ul style="list-style-type: none"> <li>develop sequences in a specific style</li> <li>choose own music and style</li> </ul>	<ul style="list-style-type: none"> <li>plan a route and a series of clues for someone else</li> <li>plan with others, taking account of safety and danger</li> </ul>	<ul style="list-style-type: none"> <li>know which sports they are good at and find out how to improve further</li> </ul>
<b>P.E Passport</b>	<ul style="list-style-type: none"> <li>A2 - Dance – World War 2.</li> <li>Sp 2 – Dance – British Values.</li> </ul>	<ul style="list-style-type: none"> <li>A1 - OAA</li> </ul>	<ul style="list-style-type: none"> <li>Sp 1 – Gymnastics – Counter-balance &amp; counter tension.</li> <li>Su 1 – Gymnastics – Group sequencing.</li> <li>A1 – Ultimate Frisbee.</li> <li>A2 – Handball.</li> <li>Sp 1 – Tag Rugby.</li> <li>Su 1 – Netball.</li> <li>Su 2 – Tennis.</li> <li>Su 2 – Rounders.</li> </ul>