

Physical Education

Essential Opportunities

Key Stage 1

- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Essential Opportunities

Key Stage 2

- Swimming and water safety: take swimming instruction either in Key Stage 2.
- 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.

Essential Learning Objectives

Milestone 1 End of Year 2

Milestone 2 End of Year 4

Milestone 3 End of Year 6

To develop practical skills in order to participate, compete and lead a healthy lifestyle	Games	<ul style="list-style-type: none"> • Pass ball accurately to partner • Making decisions about where and when to run showing an awareness of others • Perform a range of skills to include rolling a ball, throwing, striking, kicking and catching • To use different skills in games e.g varying passes in netball/football • Show an understanding of defensive and attacking skills in games • Lead others where appropriate – aiding partners and taking warm ups/cool downs etc 	<ul style="list-style-type: none"> • Choose the appropriate tactics to stop the opposition from scoring and help team score. • Choose effective positions for attacking and defence. • Maintain the possession of a ball for a longer amount of time, using feet, hands or stick. • Pass to team mates when appropriate. • Make up a game based on a recognised game – with simple rules and a scoring system. • Start to show leadership qualities and ability to collaborate with team mates 	<ul style="list-style-type: none"> • To be able to transfer skills in all games and choose the most effective skill to succeed in any particular game. • To understand the principles of attack and defence when playing recognised versions of games / sports. • Hit a ball with purpose and varying speed– eg backhand and forehand in tennis and striking in rounders and cricket. • Use varying bowling and fielding techniques with accuracy. • Uphold the spirit of fair play in all competitive situations by showing good role model and leadership skills.
	Dance	<ul style="list-style-type: none"> • Choose a movement to communicate a mood or feeling. • Link several movements together with control and some co ordination. • Show an awareness to the rhythm in relation to dance moves – changing speed and direction. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences refining them into linked sequences. • Create dances that show emotions and respond to different types of music effectively. • Create own short dances using movement phrases linked with repeating motifs. 	<ul style="list-style-type: none"> • Compose, create and perform an imaginative dance sequence. • Develop and adapt motifs to make dance phrases and include them in longer dance performances. • Show an ability to collaborate and lead, suggesting improvements.
	Gymnastics	<ul style="list-style-type: none"> • Perform rolls such as teddy bear, pencil and forward roll down incline. • Maintain a range of balanced showing extension and tension. • Jump in a variety of ways showing balance and safe landing. • Link two or more actions to make a sequence 	<ul style="list-style-type: none"> • Create sequences that include : travelling, balances and rolling. • Vary speed, direction and level and body rotation on floor and apparatus. • Perform a short gymnastic routine with a partner which shows creativity and good techniques in the above mentioned skills. 	<ul style="list-style-type: none"> • Create sequences that include : travelling, balances, flight, vaulting and rolling that are well executed. • Practise and refine gymnastic techniques listed above, in performances. • Hold shapes that are strong and expressive on the floor and apparatus, showing control and creativity. • Vary speed, direction and level and body rotation on floor and apparatus.
	Swimming		<ul style="list-style-type: none"> • Swim a width using more than one stroke – co ordinating leg and arm movements appropriately. • Swim below water, using the appropriate breathing techniques. 	<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 situation
	Athletics	<ul style="list-style-type: none"> • Understand the difference between jogging and sprinting. • Be able to throw with some accuracy, underarm and overarm • To be able to perform a jump in a number of ways eg standing long jump, hopping, one foot to two feet showing they can land safely. 	<ul style="list-style-type: none"> • Introduction to running techniques for short, middle and long distance running. • Develop techniques for different kinds of jumping – triple and long jump, standing long jump, standing high jump. • Introduce skills for successful throwing for distance.. • Compete against each other in athletic events and understand how to improve by evaluating own and others' 	<ul style="list-style-type: none"> • Sprint using effective techniques showing correct leg action, body position, driving arms. • Throw accurately and for distance – analysing technique and body position to improve. • Show control in take off and landing when performing jumps of both height and length. • Compete with others, keeping a record to help improve personal best targets.
	Outdoor Adventurous	<ul style="list-style-type: none"> • To be able to understand what is and what isn't a risk in the environment. • Show ability to lead and be part of a team. • To be aware of the environments and it's changing conditions. • Empathise with others and offer support. 	<ul style="list-style-type: none"> • Identify risks and how to manage them. • Show the ability to both lead and form part of a team. • Support others and seek support if required. • Show initiative when challenges don't work out and work through a way to solve them. • Use simple maps to aid orienteering 	<ul style="list-style-type: none"> • Select appropriate equipment for an outdoor adventure. • Identify risks and how to manage them. • Gain respect of team by showing both good leadership and collaboration qualities. • Remain positive in challenging situations. • Use orienteering skills. • Assess changing conditions and adapt plans- ensuring safety comes first.