

Physical Education

	Year 1 Sports Person	Year 2 Sports Person	Year 3 Sports Person	Year 4 Sports Person	Year 5 Sports Person	Year 6 Sports Person
National Curriculum	<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. 			
Progression and Assessment Criteria	<p><u>Games</u></p> <ul style="list-style-type: none"> • Throw underarm. • Hit a ball with a bat. • Move and stop safely. • Throw and catch with both hands. • Throw and kick in different ways. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Make my body curled, tense, stretched and relaxed. • Control my body when travelling and balancing. • Copy sequences and repeat them. • Roll, curl, travel and balance in different ways. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Move to music. • Copy dance moves. • Perform my own dance moves. • Make up a short dance. • Move safely in a space. <p><u>General</u></p> <ul style="list-style-type: none"> • Copy actions. • Repeat actions and skills. • Move with control and care. • Use equipment safely. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • Use hitting, kicking and/or rolling in a game. • Decide the best space to be in during a game. • Use a tactic in a game. • Follow rules. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Plan and perform a sequence of movements. • Improve my sequence based on feedback. • Think of more than one way to create a sequence which follows some 'rules'. • Work on my own and with a partner. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Change rhythm, speed, level and direction in my dance. • Dance with control and coordination. • Make a sequence by linking sections together. • Use dance to show a mood or feeling. <p><u>General</u></p> <ul style="list-style-type: none"> • Copy and remember actions. • Talk about what is different from what I did and what someone else did. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • Throw and catch with control. • Aware of space and use it to support team-mates and to cause problems for the opposition. • Know and use rules fairly. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Adapt sequences to suit different types of apparatus and criteria. • Explain how strength and suppleness affect performance. • Compare and contrast gymnastic sequences. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Improvise freely and translate ideas from a stimulus into movement. • Share and create phrases with a partner and small group. • Repeat, remember and perform phrases. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Run at fast, medium and slow speeds; changing speed and direction. • Take part in a relay, remembering when to run and what to do. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • Follow a map in a familiar context. • Use clues to follow a route. • Follow a route safely. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • Catch with one hand. • Throw and catch accurately. • Hit a ball accurately with control. • Keep possession of the ball. • Vary tactics and adapt skills depending on what is happening in a game. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Work in a controlled way. • Include change of speed and direction. • Include a range of shapes. • Work with a partner to create, repeat and improve a sequence with at least three phases. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Take the lead when working with a partner or group. • Use dance to communicate an idea. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Run over a long distance. • Sprint over a short distance. • Throw in different ways. • Hit a target. • Jump in different ways. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • Follow a map in a (more demanding) familiar context. • Follow a route within a time limit. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • Gain possession working as a team. • Pass in different ways. • Use forehand and backhand with a racket. • Can field . • Choose a tactic for defending and attacking. • Use a number of techniques to pass, dribble and shoot. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Make complex extended sequences. • Combine action, balance and shape. • Perform consistently to different audiences. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Compose creative dances. • Perform to an accompaniment. • Dance shows clarity, fluency, accuracy and consistency. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Controlled take off and landings. • Throw with accuracy. • Combine running and jumping. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • Follow a map into an unknown location. • Use clues and a compass to navigate a route. • Change my route to overcome a problem. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • Play to agreed rules. • Explain rules to others. • Can umpire. • Make a team and communicate a plan. • Lead others in a game situation. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Combine work with that of others. • Develop sequences to specific timings. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Develop sequences in a specific style. • Choose my own music and style. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Demonstrate stamina. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • Plan a route and a series of clues for someone else. • Plan with others, taking account of safety and danger. <p><u>Swimming</u></p> <ul style="list-style-type: none"> • Swim 25m competently, confidently and proficiently. • Use a range of strokes effectively. • Perform safe self-rescue in different water-based situations.