

Physical Education

Purpose of study

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.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- 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.

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.

Subject Content Key Stage 1

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.

Pupils should be taught to:

- 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.

Subject Content Key stage 2

Pupils should be taught to:

- 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.

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:

- 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

Knowledge, Skill and Understanding in PE

PROGRESSION

	KS1 Ready		KS2 Ready				KS3 Secondary Ready	Challenge
	<i>To build foundations and confidence in a range of movements safely and effectively</i>		<i>To master basic movements and skills and apply these when participating in a range of different activities.</i>		<i>To develop repertoire of skills and use them in a number of activities. These may be in individual or team situations.</i>		<i>To further build skill development in an increased number of activities and use them in competitive and non-competitive situations.</i>	
KS	EYFS	KS1		LKS2		UKS2		KS3
Year	F2	Y1	Y2	Y3	Y4	Y5	Y6	Y7
Activities/ Sports <i>Develop competence in a broad range of physical activities</i>	Object and body control	Football & Cross Country		Football, Tag Rugby & Cross Country		Football, Tag Rugby & Cross Country		Games <ul style="list-style-type: none"> • Invasion • Net & Racket • Striking & Fielding OAA/ Swimming Athletics Aesthetic <ul style="list-style-type: none"> • Gymnastics • Dance • Trampolining
	Changing direction and balance	Basketball & High 5's		Basketball & Netball & Lacrosse & Quidditch		Basketball & Netball & Lacrosse & Quidditch		
	Movement and dodging	Multi-skills & Health and Fitness		Gymnastics & Dance		Gymnastics/Dance/ Trampolining		
	Movement sequences- dance & gymnastics	Uni –hoc, & Orienteering		Hockey & Orienteering		Hockey & Orienteering		
	Multi skills	Kwik Cricket & Rounders		Cricket and Rounders		Cricket, Rounders and Baseball		
	Sports Day events	Sports Day events		Sports Day events & Tennis		Sports Day events & Tennis		
Further opportunities <i>Develop physical activity for sustained periods of time</i>	Extra-curricular activities/ Links with outside providers & community/ Daily Mile/ Beat the Street/ Sensory Circuits/ Active Playtimes/ Active Breakfast club/ Active Lunchtimes / Playleaders development/ Swimming int Y4/ Fantastic Friday Activities/ Swimming in Y5							
Competitions <i>Engage in competitive sports and activities</i>	Mini-Kicks Dance Festival	Cross-country		Football Tournament/Cross-country				External competitions: <ul style="list-style-type: none"> • BUFC • Love Life • Barnsley Boys • Team +
		High 5's / Basketball		Netball / Basketball				
		5-a-side football/ Multi-skills		Multi-skills				
		Gymnastics / Orienteering Team Event		Gymnastics/ Orienteering Team Event				
		Kwik cricket		Kwik cricket/ Rounders				
		Athletics/ Dance Festival / Sports Day		Athletics/ Dance Festival / Sports Day				
GAMES Football Tag Rugby Basketball Handball Hockey Netball High 5's Cricket Rounders Multiskills Tennis Lacrosse Quidditch	Movement & Dodging/ Object and body control	<ul style="list-style-type: none"> • Pupils copy, repeat and explore simple skills with basic control and coordination. E.g. Throwing and catching a ball with a partner • Pupils choose and use skills effectively. They start to link these skills in basic/modified invasion games • Pupils can describe what they have done and can watch others and say what they are doing • Pupils describe how their bodies feel when exercising and can 	<ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending • Is able to demonstrate a variety of passes • In Football/Hockey stop the ball first then attempt side foot pass back to a partner • Demonstrate dribbling skills with the ball close to their feet (on most occasions) • Demonstrate turning in the chosen activity • Be able to connect with the ball when shooting at goal • Show control • Attempt to signal for the ball • Able to perform a basic tackle/ interception 	<ul style="list-style-type: none"> • Play competitive games, modified where appropriate, such as football, netball, hockey basketball • Apply basic principles for attacking and defending • Demonstrate skills in practices • Able to dribble showing control & is successful when performing a tackle/interception • Can demonstrate control and balance and will show this when pivoting on most occasions 	<ul style="list-style-type: none"> • Able to demonstrate a variety of passes and used in the correct situation accurately • Signals where to receive the ball and successfully receives the ball • Always uses the correct technique when shooting • Is able to demonstrate the correct footwork • Is able to apply the rules of the game/s 	<ul style="list-style-type: none"> • Develop catching skills at a close range • Learning partial rules for the different games and starting to apply • Making contact with the ball when striking the ball • Can perform skills in isolated practices and with some pressure • Developing dribbling skills • Keeping the ball under control 	<ul style="list-style-type: none"> • Close catching with hands ready to receive the ball • Rule awareness and able to demonstrate • Accurate throwing over and under arm • Perform basic hitting actions and make contact with the ball • Apply skills in competitive situation • Dribble with control and speed • Able to intercept and read the game (tactical awareness) 	All skills Passing Dribbling Control Shooting Attacking Defending Rules Positions

		talk about how to exercise safely						
AESTHETICS Gymnastics Dance Trampolining	Movement sequences/ changing direction and balance <ul style="list-style-type: none"> Jumps off an object and lands appropriately Experiments with different ways of moving Travels with confidence and skill around, under and over and through balancing and climbing equipment Moves freely with confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts climbing equipment using alternate feet & Can climb off equipment 	Pupils perform basic gymnastic actions like travelling rolling and jumping They make up simple movement phrases in response to simple tasks Pupils can describe what they have done and can watch others and say what they are doing Pupils describe how their bodies feel when exercising and can talk about how to exercise safely	<ul style="list-style-type: none"> Perform dances showing simple movement patterns Able to demonstrate core strength and demonstrate the front and back support Can jump in and out of a hoop or equivalent Transfer body weight from one foot to the other Can demonstrate balance and walk along a bench on tip toes Can demonstrate basic shapes such as the tuck, pike, straddle and star. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance for example through gymnastics and athletics Perform dances using a range of movement patterns Is able to stand and jump to a safe landing position Can balance on a bench on one foot Can perform a full turn on a bench in the middle and carry on walking. Is able to perform the front and back support lowered to the floor with control 	<ul style="list-style-type: none"> Perform a shoulder stand Demonstrate a pencil, side, forward and circle roll Walk backwards on a bench on tiptoes Leap from one foot to the other including a cat leap Able to perform a straight jump Perform a scissor kick Able to demonstrate a half turn jump 	<ul style="list-style-type: none"> Rocking in tuck position Perform specific moves such as crouch bunny jump, Demonstrate front and back support (press up position) Jumping in and out of hoop Transfer weight from one foot to the other Perform basic shape (on the floor) – tuck, straddle, pike Balance on bench and walk on tip toes demonstrate half turn Explore shapes with ribbons 	<ul style="list-style-type: none"> Demonstrate specific skills on floor and on apparatus: Kicks: Scissor Jumps/Leaps: Straight, Pike, Straddle, Cat leap, Full turn, chassis Rolls: Forward, backwards, circle, side, straddle forward roll Balances: Should stand Link together moves and create a sequence 	Demonstrate increasingly difficult rolls, balances using techniques such as levels, canon.
OAA Swimming (Year 5) Orienteering Health & Fitness All schools must provide swimming at either KS2 or 3		<ul style="list-style-type: none"> Talk about what I am doing and what someone else is doing in the team I can say what I need to do so that I am safe when finding clues Master basic skills need for orienteering such as teamwork skills, problem solving and being able to take turns Apply these skills and techniques in a range of activities Children know what a healthy diet is and can talk about how to keep healthy & safe. 		<ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and as a team To demonstrate problem solving skills and decide on the best routes using maps To understand N, S, E, W on a compass and basic symbols on a map To demonstrate the skills of: Teamwork, co-operation, leadership 		<ul style="list-style-type: none"> To take part in competitions and navigate in sequence between marked control point To use problem solving skill to complete the course in the quickest time To understand NE, SE, NW, SW on a compass and the symbols on a map To take part in relays, team score events, and matching symbols events To demonstrate the skills of confidence, independence, perseverance To undertake different roles: timekeeper, marshals, scorers, officials 		To complete orienteering courses Geocaching
ATHLETICS Sports Day events Cross Country	<ul style="list-style-type: none"> Can consistently adjust speed or change direction to avoid obstacles in a race Shows increasing control using different objects when throwing Jumps off an object and lands appropriately Shows a preference for a dominant hand. 	Copy, repeat and explore simple skills with basic control and coordination. E.g. hop with both feet and jump in a given direction Start to link skills E.g. running and then jumping Describe what they have done and can watch others and say what you are doing Describe how your body feels when exercising and can talk about how to exercise safely	<ul style="list-style-type: none"> Demonstrate different take off preparations – 1 to 2 feet, 2 to 2 feet, 2 to 1 foot. Will be able to show a run up using speed Will be able to demonstrate basic throwing actions – sling, putt and throw using a tennis ball 	<ul style="list-style-type: none"> Use running, jumping, catching, throwing in isolation and in combination Compare their performances with previous ones to achieve their personal best Will demonstrate how to start a race and look at the basic relay. 	<ul style="list-style-type: none"> Able to demonstrate different jumps including a successful run up and take off Able to demonstrate different throws showing a good grip, arm action and follow through Will be able to complete a sprinting race and know that the fastest wins 	<ul style="list-style-type: none"> Develop basic skills : running, jumping and throwing Investigate reaction times Look at effective sprint starts Throw with accuracy and distance Compete against others and achieve personal bests Throwing – power, control and co-ordination 	<ul style="list-style-type: none"> Develop stamina for long distance Improve reaction speeds Use of correct techniques for throwing, ,sprinting and pacing Using batons in the relay Develop different techniques to find the best for distance when throwing or jumping. 	Compete in events Throws: Shot, Javelin, Discus Running: Sprints, long distance and hurdles Jumping: Long and High Jump

