



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:

- 1a) 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
- 1b) participate in team games, developing simple tactics for attacking and defending
- 1c) perform dances using simple movement patterns.

Key stage 2

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. Pupils should be taught to:

- 2a) use running, jumping, throwing and catching in isolation and in combination
- 2b) 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
- 2c) develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 2d) perform dances using a range of movement patterns
- 2e) take part in outdoor and adventurous activity challenges both individually and within a team
- 2f) 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:

- S1) swim competently, confidently and proficiently over a distance of at least 25 metres
 S2) use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
 S3) perform safe self-rescue in different water-based situations.

Curriculum link	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
Term	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
1a	*	*	*	*	*	*												
1b		*	*	*	*	*												
1c	*			*														
2a							*	*	*	*		*	*		*	*		*
2b							*	*	*	*	*	*	*	*	*	*		*
2c								*	*		*	*		*	*		*	*
2d							*			*			*			*		
2e											*			*			*	
2f							*	*		*	*		*	*	*	*	*	*
S1												*						*
S2												*						*
S3												*						*

Physical Education

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamental movement skills	- Start to perform fundamental skills at an emerging level - Travelling skills- Running fast Hopping on both feet - Sending skills – Roll a ball underarm Underarm throw Overarm throw Bounce a ball - Receiving skills Catch a large ball	- Perform fundamental movement skills at a developing level - Travelling skills- Running fast Hopping on both feet Skipping Side galloping - Sending skills – Roll a ball underarm Underarm throw Overarm throw Bounce a ball - Receiving skills Catch a large ball	- Perform fundamental movement skills at a developing level and start to master basic movements; - Travelling skills- Running fast Dodging Hopping on both feet Skipping Side galloping - Sending skills – Roll a ball underarm Underarm throw Overarm throw Bounce a ball Strike a ball off a tee Strike with a drop feed - Receiving skills Catch a large ball	Master fundamental skills and start to develop sport specific skills and perform them with some accuracy.	Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.	Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.	Continue to develop sport specific skills and perform with consistency, accuracy, confidence, control and speed.

Games	☐ Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. ☐ Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	☐ To use simple tactics to outwit an opponent ☐ Pretend to throw one way then throw the other. ☐ Look one way and roll the ball the other. ☐ To throw away from the cones.	☐ To move into space to receive a ball. To pass a ball to a player in the space. ☐ To throw the ball into space away from the opponent. ☐ To strike the ball away from cones/fielders.	☐ Develop sport specific skills Chest pass, bounce pass, swing pass, one handed pass, catching a ball. ☐ To know to move into a space to receive a ball. To pass to a ball to a player in space when playing an invasion game.	☐ Develop sport specific skills Chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball. ☐ To know to move into a space to receive a ball. To feint or disguise a pass to outwit a defender.	☐ Develop sport specific skills Chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball, kicking a ball, (hockey) push pass dribbling, receiving a pass, shooting ☐ Attacking skills - To use a range of passes. To pass ahead of supporting players. To get away from a defender to receive a pass. ☐ Defending skills – to close down space.	☐ Develop sport specific skills Chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball, kicking a ball, (hockey) push pass dribbling, receiving a pass, shooting ☐ Attacking skills - To use a range of passes. To pass ahead of supporting players. To get away from a defender to receive a pass. To send the ball wide and/or deep to supporting players. ☐ Defending skills – to close down space. To intercept a pass.
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Dance	□ Uses movement to express feelings. □ Creates movement in response to music □ Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	□ Create and link simple combinations of 2 or 3 actions to create a sequence. □ Choose appropriate movements for different ideas and repeat short dance phrases. □ Copy and explore basic body actions TRAVEL, TURN, JUMP, GESTURE, STILLNESS	□ Create and link simple combinations of 3 or 4 actions to create a sequence. □ Link body actions and remember and repeat dance phrases. □ Copy and explore basic body actions TRAVEL, TURN, JUMP, GESTURE, STILLNESS Vary speed, strength, energy and tension of movements.	□ Create and perform sequences of actions (4-6) smoothly. □ Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.	Create and perform sequences of actions (6) with control and precision. □ Use simple motifs and movement patterns to structure dance phrases on their own and with a partner.	□ Create and Perform longer sequences of actions (6-8) with a partner. □ Compose motifs (reoccurring subjects, ideas, themes) and plan dances creatively and collaboratively in groups.	□ Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience. □ Work creatively and imaginatively on their own, with a partner and in a group to compose motifs (reoccurring themes, ideas, subjects) and structure simple dances.
Gymnastics	□ Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, skipping, sliding and hopping. □ Mounts stairs, steps or climbing equipment using alternate feet. □	□ Create and link simple combinations of 2 or 3 actions to create a sequence. □ Shape – Wide, thin Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards. □ Travelling – hands and feet – frog, caterpillar, bunny,	□ Create and link simple combinations of 3 or 4 actions to create a sequence. □ Shape – Wide, thin, dish, arch, tuck Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards.	□ Create and perform sequences of actions (4-6) smoothly. □ Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards. □ Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey	□ Create and perform sequences of actions (6) with control and precision. □ Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards, side gallop, walk on tiptoes. □ Travelling – hands and feet – frog, caterpillar,	□ Create and Perform longer sequences of actions (6-8) with a partner. □ Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards, chasse Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile,	□ Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience. □ Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards, chasse Travelling – hands and feet – frog,

	Can stand momentarily on one foot when shown. Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment.	□ crab, bear, crocodile, monkey □ Balancing – front support, balance on □ 4 & 3 points, large body parts – tummy, back, bottom, shoulders. Jumping and landing – 2 feet to 2 feet for height. Rolling – rock and roll, pencil, egg roll Apparatus work	□ Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, □ monkey □ Balancing – front support, balance on 4 & 3 points, large body parts – □ tummy, back, bottom, shoulders. Jumping and landing Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll (to be completed in small groups without teacher contact, only demonstrations). Apparatus work	□ Balancing – small body parts – □ one-foot balance, arabesque, square bridge, bridge, hands □ and feet. Jumps – Straight, straddle, pike, tuck □ Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll (to be completed in small groups without teacher contact, only demonstrations). Apparatus	□ bunny, crab, bear, crocodile, monkey □ Balancing – small body parts – one-foot balance, arabesque, square bridge, bridge, front support, back support, hands □ and feet. Large body parts – V sit, dish, arch, shoulder stand. □ Balance with a partner – counter balance, counter tension. □ Jumps – Straight, straddle, pike, tuck, 1/2 turn, full turn □ Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll (to be completed in small groups without teacher contact, only demonstrations).	□ monkey □ Balancing – small body parts – one-foot balance, arabesque, square bridge, bridge, front support, back support, hands □ and feet. Large body parts – V sit, dish, arch, shoulder stand. □ Balance with a partner – counter balance, counter tension. □ Jumps – Straight, straddle, pike, tuck, 1/2 turn, full turn □ Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll (to be completed in small groups without teacher contact, only demonstrations).	□ caterpillar, bunny, crab, bear, crocodile, monkey □ Balancing – small body parts – one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet. Large body parts – V sit, dish, arch, shoulder stand. □ Balance with a partner and small group – counter balance, counter tension. □ Jumps – Straight, straddle, pike, tuck, 1/2 turn, full turn □ Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll (to be completed in small groups with without teacher contact, only demonstrations).
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Outdoor and adventurous				☐ Orientate a map. ☐ Use a control card. ☐ Navigate a course safely.	☐ Travel and balance safely when carrying out challenges. ☐ Demonstrate team work skills during planning, doing and reviewing.	☐ Know how to keep the map set or orientates when they move around a simple course. ☐ Know the eight points of a compass. ☐ Record information accurately at the control marker. ☐ Navigate to a control marker on a score event course.	☐ To set a map using a compass. ☐ To practice and refine thumbing the set map (orientated) ☐ To set a direction of travel from the map, using a compass. ☐ To follow instructions and demonstrate teamwork in order to complete an orienteering course.
Striking and Fielding		☐ Strike a ball off a tee. ☐ Look for space to throw, hit or run into help tem score. ☐ Understand why they need to throw or hit into space. ☐ Use a feint to try and win a game.	☐ Strike a ball off a tee ☐ Strike with a drop feed Look for space to throw, hit or run into help tem score. Understand why they need to throw or hit into space. ☐ Understand the concept of aiming and the need for accuracy. ☐ Throw or hit an object into a space to make it more difficult for their opponents. Use a feint to try and win a game.	☐ Bowl underarm. ☐ Strike a ball off a tee. ☐ Catch a ball. ☐ Field a ball and return it quickly.	☐ Bowl underarm. ☐ Perform a straight drive. ☐ Catch a ball. ☐ Field a ball and return it quickly.	☐ Bowl underarm. ☐ Strike a ball off a tee. ☐ Strike bowled bowl. ☐ Field a ball and throw back overarm.	☐ Bowl overarm. ☐ Strike a bowled ball. ☐ Field a ball and throw back overarm.

Net and Wall		☐ Look for space to throw, hit or run into help tem score. ☐ Understand why they need to throw or hit into space. Use a feint to try and win a game.	☐ Look for space to throw, hit or run into help tem score. ☐ Understand why they need to throw or hit into space. ☐ Understand the concept of aiming and the need for accuracy. ☐ Throw or hit an object into a space to make it more difficult for their opponents. Use a feint to try and win a game.	☐ Ready Position. ☐ Underarm throw. ☐ Overarm throw. ☐ Hold a racket. ☐ Strike a ball with a racket from a drop-feed.	☐ Ready Position. ☐ Underarm throw. ☐ Overarm throw. ☐ Hold a racket. ☐ Strike a ball with a racket.	☐ Throwing a ball. ☐ Hold a racket correctly. ☐ Forehand. ☐ Backhand. ☐ Volley.	☐ Throwing a ball. ☐ Forehand. ☐ Backhand. ☐ Volley. ☐ Underarm serve. ☐
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Athletics	□ Start to perform fundamental skills at an emerging level □ Travelling skills- Running fast □ Sending skills – Roll a ball underarm Underarm throw Overarm throw □ Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. □ Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	□ Perform FMS at a developing level. □ Running □ Hopping □ Rolling a ball □ Underarm throw □ Jumping	□ Perform FMS at a developing level and start to master some basic skills. □ Running □ Underarm throw □ Overarm throw □ Push throw □ Jumping for distance	□ Master FMS skills and start to develop athletic specific skills performing them with consistency and accuracy. □ Throwing – push, pull and sling Hop, step and jump	□ Master FMS skills and start to develop athletic specific skills performing them with consistency and accuracy. □ Throwing – push, pull and sling Hop, step and jump	□ Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed. □ Throwing – push, pull, sling, heave □ Jumping – standing long jump and triple jump. □ Running short and long distance. Passing a baton in a relay.	□ Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed. □ Throwing – push, pull, sling, heave □ Jumping – standing long jump and triple jump. □ Running short and long distance. Passing a baton in a relay.
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Swimming Beginners (Non-swimmers and developing swimmers)	Swimming (Developing and competent swimmers)
Children will learn how to swim between 10-20 metres unaided in shallow water, using their arms and legs to propel themselves. They will use one basic method to swim the distance, making sure they breathe. They will start by using floats, swim over longer distances and periods of time with a more controlled leg kick. They will explore freely how to move in and under water, recognise the affects their temperature and identify and describe the difference between leg and arm actions.	The children will learn to swim between 50 and 100 metres and keep swimming or 45 to 90 seconds; use three different strokes (front crawl, back stroke and breast stroke), swimming on their front and back. They will control their breathing and swim confidently and fluently on the surface and under water. Children should know the dangers of water locally and nationally. Learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and know what to do if others get into trouble in the water.

