

## Long term Planning (Objectives and Key Skills) – 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.

### Pre-National Curriculum

P4	P5	P6	P7	P8	Early Years
<ul style="list-style-type: none"> <li>Perform single actions.</li> <li>Respond to simple commands.</li> <li>Recognise familiar pieces of equipment.</li> <li>Show awareness of cause and effect.</li> </ul>	<ul style="list-style-type: none"> <li>Link two actions in a sequence.</li> <li>Follow simple instructions with the support of symbols or other prompts.</li> <li>Explore a variety of movements and show some awareness of space.</li> <li>Understand basic concepts.</li> <li>Take turns with a partner or in a small group.</li> <li>Recognise and collect, on request, familiar pieces of equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Work in pairs and in small groups cooperatively (with support to follow instructions and keep on task).</li> <li>Move in a variety of ways.</li> <li>With support, link movements in a simple sequence.</li> <li>Recognise small and large apparatus and use it with some basic control.</li> <li>Throw and kick a ball, but lack direction.</li> </ul>	<ul style="list-style-type: none"> <li>Show expression through repetitive and simple sequences and movement patterns.</li> <li>Develop control and coordination skills.</li> <li>Listen to instructions and stop and start with some accuracy.</li> <li>Work closely in pairs, trios or small groups.</li> <li>Share and take turns.</li> <li>Show awareness of the changes that happen to the body during physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Move with some control and coordination.</li> <li>Follow and imitate sequences and patterns.</li> <li>Use small and large apparatus safely.</li> <li>Show awareness of space, self and others.</li> <li>Play simple games with support to keep score and follow game rules.</li> <li>Recognise changes that happen to the body during physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Jump off an object and land appropriately.</li> <li>Show increasing control over an object when pushing, patting, throwing, catching or kicking.</li> <li>Experiment with different ways of moving.</li> <li>Travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>Negotiate space successfully when playing racing and chasing games with others, adjusting speed or changing direction to avoid obstacles.</li> </ul>

### National Curriculum Requirements: Key Stage One

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.

	Acquiring and Developing Skills	Evaluating and Improving	Health and Fitness	Dance	Games	Gymnastics
Year One (Focus Education)	<ul style="list-style-type: none"> <li>Copy actions demonstrated by the teacher.</li> <li>Repeat actions and skills demonstrated during whole class teaching.</li> <li>Move with control and care.</li> </ul> <p>Independent</p>	<ul style="list-style-type: none"> <li>Talk about what they have done.</li> <li>Describe what other people have done explaining what they liked and why.</li> </ul> <p>Reflective</p>	<ul style="list-style-type: none"> <li>Describe how their body feels before, during and after an activity.</li> </ul> <p>Reflective</p>	<ul style="list-style-type: none"> <li>Move to music.</li> <li>Copy dance moves.</li> <li>Perform some dance moves.</li> <li>Make up short patterns of movement.</li> <li>Move around the space safely.</li> </ul> <p><u>Knowledge Skills and Understanding Breakdown</u></p> <ul style="list-style-type: none"> <li>Can they explore and perform basic body actions?</li> <li>Can they use different parts of the body?</li> <li>Do they choose appropriate movements for different dance ideas?</li> <li>Can they repeat short dance phrases?</li> <li>Do they move with control?</li> <li>Can they explain how their lungs work? (Cross curricular link to science) <b>Making links.</b></li> </ul> <p><u>Challenge</u></p> <ul style="list-style-type: none"> <li>Can they perform more complication combinations?</li> <li>Can they perform clearly and expressively?</li> <li>Can they show an awareness of phrasing and music?</li> <li>Can they say why their heart beats faster (Cross-curricular link to science)</li> </ul> <p>Creative Imagination Collaboration</p>	<ul style="list-style-type: none"> <li>Throw underarm.</li> <li>Roll a piece of equipment.</li> <li>Strike a ball with a bat.</li> <li>Move and stop safely.</li> <li>Catch with both hands.</li> <li>Begin to throw in different ways.</li> <li>Kick in different ways.</li> </ul> <p>Collaboration</p>	<ul style="list-style-type: none"> <li>Make their body tense, relaxed, curled and stretched.</li> <li>Control their body when travelling.</li> <li>Control their body when balancing.</li> <li>Copy sequences and repeat them.</li> <li>Roll in different ways.</li> <li>Travel in different ways.</li> <li>Balance in different ways.</li> <li>Climb safely.</li> <li>Stretch in different ways.</li> <li>Curl in different ways.</li> </ul> <p>Creative Collaboration</p>

Year Two (Focus Education)	<ul style="list-style-type: none"> <li>Copy and remember actions.</li> <li>Repeat and explore actions with control and co-ordination.</li> </ul> <p>Persevere Creative</p>	<ul style="list-style-type: none"> <li>Talk about what is different between what they did and what someone else did.</li> <li>Say how they could improve.</li> </ul> <p>Reflective</p>	<ul style="list-style-type: none"> <li>Show how to exercise safely.</li> <li>Describe how their body feels during different activities.</li> <li>Explain what their body needs to keep healthy.</li> </ul> <p>Making links</p>	<ul style="list-style-type: none"> <li>Dance imaginatively.</li> <li>Change rhythm, speed, level and direction.</li> <li>Dance with control and co-ordination.</li> <li>Make a sequence by linking sections together.</li> <li>Link some movement to show a mood or feeling.</li> </ul> <p><u>Knowledge Skills and Understanding Breakdown</u></p> <ul style="list-style-type: none"> <li>Can they perform body actions with control and co-ordination?</li> <li>Can they choose movement with different dynamic qualities?</li> <li>Can they link actions?</li> <li>Can they remember and repeat sequences?</li> <li>Describe how dancing affects their body?</li> <li>Do they understand why it is important to be active?</li> <li>Can they suggest ways they could improve their work?</li> </ul> <p><u>Challenge</u></p> <ul style="list-style-type: none"> <li>Can they create, improve and perform more complex dance phrases?</li> <li>Can they link short dances together fluently?</li> <li>Can they use dynamic and expressive qualities?</li> <li>Do they know how particular activities can help them be healthy? (Cross-curricular link to science) Making Links</li> </ul> <p>Creative Imagination Collaboration</p>	<ul style="list-style-type: none"> <li>Use hitting, kicking and/or rolling in a game.</li> <li>Stay in a 'zone' during a game.</li> <li>Decide where the best place to be is during a game.</li> <li>Use simple tactics in a game.</li> <li>Follow rules.</li> </ul> <p>Persevere</p>	<ul style="list-style-type: none"> <li>Plan and show a sequence of movements.</li> <li>Use contrast in their sequences.</li> <li>Execute gymnastic movements with control.</li> <li>Think of more than one way to create a sequence which follows a set of 'rules'.</li> <li>Work on their own and with a partner to create a sequence.</li> </ul> <p>Creative Collaboration</p>
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**National Curriculum Requirements: Key Stage Two**

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 develop and 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 about:**

- Use running, jumping, catching and throwing in isolation and in combination
- 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
- Develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics
- 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 to achieve their personal best.

Acquiring and Developing Skills	Evaluating and Improving	Health and Fitness	Dance	Games	Gymnastics	Athletics	Outdoor/Adventurous
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<p style="text-align: center;">Year Three (Focus Education)</p>	<ul style="list-style-type: none"> <li>Select and use the most appropriate skills, actions or ideas.</li> <li>Move and use actions with co-ordination and control.</li> </ul> <p>Curiosity</p>	<ul style="list-style-type: none"> <li>Explain how their work is similar and different from that of others.</li> <li>Recognise how the performances of others/their own could be improved.</li> </ul> <p>Revising</p>	<ul style="list-style-type: none"> <li>Explain why it is important to warm-up and cool-down.</li> <li>Identify some muscle groups used in gymnastic activities.</li> </ul> <p>Making links</p>	<ul style="list-style-type: none"> <li>Improvise freely, translating ideas from a stimulus into movement.</li> <li>Share and create phrases with a partner and in small groups.</li> <li>Repeat, remember and perform these phrases in a dance.</li> </ul> <p><u>Knowledge Skills and Understanding Breakdown</u></p> <ul style="list-style-type: none"> <li>Can they understand the importance of warming-up and cooling-down?</li> <li>Can they talk about the movements used and the expressive qualities of dance?</li> <li>Can they suggest improvements to their own and other people's dances?</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>Can they improvise?</li> <li>Can they choose movements to express mood or feeling?</li> <li>Can they lead groups and model movements?</li> <li>Can they show greater fluency?</li> </ul> <p>Creative Imagination Collaboration</p>	<ul style="list-style-type: none"> <li>Throw and catch with control when under limited pressure.</li> <li>Be aware of space and use it to support team-mates and cause problems for the opposition.</li> <li>Know and use rules fairly to keep games going.</li> <li>Keep possession with some success when using equipment that is not used for throwing and catching skills.</li> </ul> <p>Persevere</p>	<ul style="list-style-type: none"> <li>Use a greater number of their own ideas for movement in response to a task.</li> <li>Adapt sequences to suit different types of apparatus and their partner's ability.</li> <li>Explain how strength and suppleness affect performances.</li> <li>Compare and contrast gymnastic sequences, commenting on similarities and differences.</li> </ul> <p>Creative Collaboration</p>	<ul style="list-style-type: none"> <li>Run at fast, medium and slow speeds, changing speed and direction.</li> <li>Link running and jumping activities with some fluency, control and consistency.</li> <li>Make up and repeat a short sequence of linked jumps.</li> <li>Take part in a relay activity, remembering when to run and what to do.</li> <li>Throw a variety of objects, changing their action for accuracy and distance.</li> </ul> <p>Persevere</p>	<ul style="list-style-type: none"> <li>Follow a map in a familiar context.</li> <li>Move from one location to another following maps.</li> <li>Use clues to follow a route.</li> <li>Follow a route safely.</li> </ul> <p>Problem-solver Resourceful</p>
<p style="text-align: center;">Year Four (Focus Education)</p>	<ul style="list-style-type: none"> <li>Select and use the most appropriate skills, actions or ideas.</li> <li>Move and use actions with co-ordination and control.</li> <li>Make up their own small-sided game.</li> </ul> <p>Curiosity</p>	<ul style="list-style-type: none"> <li>Explain how their work is similar and different from that of others.</li> <li>Use their comparison to improve their work.</li> </ul> <p>Revising</p>	<ul style="list-style-type: none"> <li>Explain why warming up is important.</li> <li>Explain why keeping fit is good for their health.</li> </ul> <p>Making links</p>	<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> <li>Work on their movements and refine them.</li> <li>Ensure their dance is clear and fluent.</li> </ul> <p><u>Knowledge Skills and Understanding Breakdown</u></p> <ul style="list-style-type: none"> <li>Can they refine and repeat dance phrases?</li> <li>Can they show sensitivity to dance?</li> <li>Can they describe, interpret and evaluate dance?</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>Can they structure and vary longer dance?</li> <li>Can they show a good sense of rhythm and style?</li> </ul> <p>Creative Imagination Collaboration</p>	<ul style="list-style-type: none"> <li>Catch with one hand.</li> <li>Throw and catch accurately.</li> <li>Hit a ball accurately and with control.</li> <li>Keep possession of the ball.</li> <li>Move to find a space when they are not in possession during a game.</li> <li>Vary tactics and adapt skills according to what is happening.</li> </ul> <p>Persevere Resourceful</p>	<ul style="list-style-type: none"> <li>Work in a controlled way.</li> <li>Include changes of speed in gymnastic sequences.</li> <li>Include changes of direction in gymnastic sequences.</li> <li>Include a range of shapes in gymnastic sequences.</li> <li>Follow a set of given instructions to produce a multi-phase sequence.</li> <li>Work with a partner to create, repeat and improve a sequence with at least three phases.</li> </ul> <p>Creative Collaboration</p>	<ul style="list-style-type: none"> <li>Run over a long distance.</li> <li>Spring over a short distance.</li> <li>Throw in different ways.</li> <li>Show accuracy when throwing by hitting a target.</li> <li>Jump in different ways.</li> </ul> <p>Creative</p>	<ul style="list-style-type: none"> <li>Follow a map in a more demanding familiar context.</li> <li>Move from one location to another following maps.</li> <li>Use clues to follow a route.</li> <li>Follow a route accurately, safely and within a time limit.</li> </ul> <p>Problem-solver Resourceful</p>

Year Five (Focus Education)	<ul style="list-style-type: none"> <li>Link skills, techniques and ideas and apply them accurately and appropriately.</li> <li>Show good control in their movements.</li> </ul> <p>Making links</p>	<ul style="list-style-type: none"> <li>Compare and comment on skills, techniques and ideas that they and others have used.</li> <li>Use their observations to improve their work.</li> </ul> <p>Revising</p>	<ul style="list-style-type: none"> <li>Explain some important safety principles when preparing for exercise.</li> <li>Explain what effect exercise has on their body.</li> <li>Explain why exercise is important.</li> </ul> <p>Making links</p>	<ul style="list-style-type: none"> <li>Compose their own dances in a creative and imaginative way.</li> <li>Perform to an accompaniment, expressively and sensitively.</li> <li>Demonstrate control, balance and co-ordination in their dance movements.</li> <li>In dance show clarity, fluency, accuracy and consistency.</li> </ul> <p><u>Knowledge Skills and Understanding Breakdown</u></p> <ul style="list-style-type: none"> <li>Can they perform confidently?</li> <li>Can they organise their own warm-up and cool-downs?</li> <li>Do they know how to exercise safely?</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>Can they show sensitivity to music?</li> <li>Do they understand that warming-up improves performance?</li> </ul> <p>Creative Imagination Collaboration</p>	<ul style="list-style-type: none"> <li>Gain possession by working as a team.</li> <li>Pass in different ways.</li> <li>Use forehand and backhand with a racquet.</li> <li>Field the ball correctly in team games.</li> <li>Choose the best tactics for attacking and defending.</li> <li>Use a number of techniques to pass, dribble and shoot.</li> </ul> <p>Persevere Creative</p>	<ul style="list-style-type: none"> <li>Make complex or extended sequences.</li> <li>Combine action, balance and shape.</li> <li>Perform consistently to different audiences.</li> <li>Ensure movements are accurate, clear and consistent.</li> </ul> <p>Creative Collaboration</p>	<ul style="list-style-type: none"> <li>Ensure they are controlled when taking off and landing in a jump.</li> <li>Throw with accuracy.</li> <li>Combine running and jumping.</li> <li>Follow specific rules.</li> </ul>	<ul style="list-style-type: none"> <li>Follow a map in an unknown location.</li> <li>Use clues and compass directions to navigate a route.</li> <li>Change their route if there is a problem.</li> <li>Change their plan if they get new information.</li> </ul> <p>Problem-solver Resourceful</p>
Year Six (Focus Education)	<ul style="list-style-type: none"> <li>Apply their skills, techniques and ideas consistently.</li> <li>Show precision, control and fluency.</li> </ul> <p>Persevere Make links</p>	<ul style="list-style-type: none"> <li>Analyse and explain why they have used specific skills or techniques.</li> <li>Modify use of skills or techniques to improve their work.</li> <li>Create their own success criteria for evaluating.</li> <li>Modify practice following an analysis of a recorded performance.</li> </ul> <p>Revising</p>	<ul style="list-style-type: none"> <li>Explain how the body reacts to different kinds of exercise.</li> <li>Choose appropriate warm ups and cool downs.</li> <li>Explain why we need regular and safe exercise.</li> </ul> <p>Making links</p>	<ul style="list-style-type: none"> <li>Develop imaginative dances in a specific style.</li> <li>Choose their own music, style and dance?</li> </ul> <p><u>Knowledge Skills and Understanding Breakdown</u></p> <ul style="list-style-type: none"> <li>Can they compose motifs?</li> <li>Can they use appropriate criteria to evaluate and refine their own and others' work?</li> <li>Can they use appropriate language and terminology?</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>Can they use flair?</li> <li>Can they help others to refine and improve their work?</li> </ul> <p>Creative Imagination Collaboration</p>	<ul style="list-style-type: none"> <li>Explain complicated rules to a younger audience.</li> <li>Make a team plan and communicate it.</li> <li>Lead others in a game situation.</li> </ul> <p>Collaboration</p>	<ul style="list-style-type: none"> <li>Combine their own work with that of others.</li> <li>Link their sequences to specific timings.</li> </ul> <p>Creative Collaboration</p>	<ul style="list-style-type: none"> <li>Demonstrate stamina.</li> <li>Use their skills in different situations.</li> </ul> <p>Persevere</p>	<ul style="list-style-type: none"> <li>Plan a route and series of clues for someone else.</li> <li>Plan with others taking account of safety and danger.</li> <li>Be aware of school risk assessment procedures.</li> </ul> <p>Problem-solver Resourceful</p>

**National Curriculum Requirements: 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 situations.

Bronze	Silver	Gold
<ul style="list-style-type: none"> <li>• Can they swim between 25 and 50, metres unaided?</li> <li>• Can they keep swimming for 30 to 45 seconds, using swimming aids and support?</li> <li>• Can they use a variety of basic arm and leg actions when on their front and on their back?</li> <li>• Can they swim on the surface and lower themselves under water?</li> <li>• Can they take part in group problem-solving activities on personal survival?</li> <li>• Do they recognise how their body reacts and feels when swimming?</li> <li>• Can they recognise and concentrate on what they need to improve?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds?</li> <li>• Do they use 3 different strokes, swimming on their front and back?</li> <li>• Can they control their breathing?</li> <li>• Can they swim confidently and fluently on the surface and under water?</li> <li>• Do they work well in groups to solve specific problems and challenges, sharing out the work fairly?</li> <li>• Do they recognise how swimming affects their body, and pace their efforts to meet different challenges?</li> <li>• Can they suggest activities and practices to help improve their own performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they swim further than 100 metres?</li> <li>• Can they swim fluently and confidently for over 90 seconds?</li> <li>• Do they use all 3 strokes with control?</li> <li>• Can they swim short distances using butterfly?</li> <li>• Do they breathe so that the pattern of their swimming is not interrupted?</li> <li>• Can they perform a wide range of personal survival techniques confidently?</li> <li>• Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges?</li> <li>• Can they describe good swimming technique and show and explain it to others?</li> </ul>

**Post-National Curriculum Key Stage Two Requirements (Years 7,8 and 9)**

Physical education opportunities	Developing practical skills	Being physically active	Competing
<ul style="list-style-type: none"> <li>• Play competitive sports such as football, netball, rounders, cricket, hockey, basketball, badminton, tennis and rugby, athletics and gymnastics.</li> <li>• Perform dances using advanced movement patterns.</li> <li>• Take part in outdoor and adventurous activities which present mental and physical challenges and be encouraged to work in a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop techniques and improve performances. Compare performances with previous ones to achieve a personal best.</li> <li>• Become more competent, confident and expert in techniques.</li> <li>• Understand what makes a performance effective and apply these principles to own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in competitive sports and activities outside school through community links or sports clubs.</li> <li>• Develop the confidence and interest to get involved in exercise and sports and activities out of school and in later life.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of tactics and strategies to overcome opponents in face-to-face competition through team and individual games.</li> </ul>