

National Curriculum Expectations – Physical Education

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.

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:

- 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 situations.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	<ul style="list-style-type: none"> • Throw and catch a ball with a partner(catching with both hands) • Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking • Hit a ball with a bat • Choose and use skills effectively for particular games, understand the concepts of aiming, hitting into space • Take the ball to a good position for aiming, use skills in different ways in different games • Understand a variety of ways of travelling including walking, hopping, skipping, jogging and running • Move fluently by changing direction and speed easily, avoiding collisions and stopping safely • Participate in team games, developing simple tactics for attacking and defending. 	<ul style="list-style-type: none"> • Pass a ball accurately to a partner over a variety of distances • Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control and use these in a game • Move in a variety of ways with increasing accuracy and awareness • Show a good awareness of others in running, chasing and avoiding games • Make simple decisions about when and where to run • Vary skills and show some understanding of simple tactics • Choose and use tactics to suit different situations • Participate in team games, developing simple tactics for attacking and defending. • Stay in a “zone” during a game • Begin to follow rules 	<ul style="list-style-type: none"> • Throw and catch with control when under limited pressure • Use the correct technique to throw overarm • Throw and catch a ball, whilst moving • Demonstrate a range of throwing actions using a variety of objects • Run fast, medium and slow speeds; changing speed and direction, when asked • Aware of space, when playing a game and use it for attacking and defending • Aware of teammates and the opposition and start to use tactics in light of this • Know and use rules fairly to keep games going 	<ul style="list-style-type: none"> • Keep a game going using a range of different ways of throwing • Strike a ball with intent (accuracy and control) and throw it more accurately when bowling and/or fielding • Can catch with one hand • Can throw and catch more accurately using underarm and overarm • Try to make things difficult for their opponent by directing the ball to space, at different speeds and height • Move into space when not in possession during a game • Keep and use rules they are given • Begin to vary tactics depending on what is happening around them 	<ul style="list-style-type: none"> • Travel with a ball showing changes of speed and directions using either foot or hand • Use a range of techniques when passing, e.g. high, low, bounce, fast, slow etc. • Hit the ball with purpose, varying speed, height and direction • Hit the ball from both sides of the body • Use a number of techniques to dribble and shoot independently • Find an appropriate place to field • Gain and keep possession by working as a team • Vary tactics and adapt skills according to what is happening • Choose the best tactics for attacking and defending 	<ul style="list-style-type: none"> • Dribble effectively around obstacles • Show precision and accuracy when sending and receiving • Perform skills with increased accuracy, confidence and control • Combine and perform skills with control, adapting them to meet the needs of the situation • Play shots on both sides of the body and above their heads in practises and when the opportunity arises in a game use different ways of bowling • Play competitive games (modified where appropriate) showing tactical awareness of attacking and defending and some knowledge of rules and scoring • Respond consistently in the games they play, choosing and using skills which meet the needs of the situation and learn how to evaluate and recognise their own success • Explain complicated rules with increasing accuracy • Make a team plan and communicate it to others • Lead others in a game situation.

Orienteering		<ul style="list-style-type: none">• Become familiar with the concept of a map.<ul style="list-style-type: none">• Find location points by using maps and following routes in a familiar place.	<ul style="list-style-type: none">• Understand the concept of a map or plan and understand it is like a picture.• Understand the use of symbols and a key.• Follow a map in a familiar context.• Move from one location to another following a map.• Use clues to follow a route.• Follow a route safely.• Begin to cooperate with others.			<ul style="list-style-type: none">• Develop spatial awareness of the relationship of shapes to each other by transferring information on a plan to reality.• Follow a route accurately, safely and within a time limit.• Demonstrate all the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map.• Cooperate with others in a team and discuss how to read the map.• Work in a team competitively.
	Athletics	<ul style="list-style-type: none">• Perform basic fundamentals of movement (ABC's) with control and confidence• Move with control and coordination in large and small movements• Listen, respond to set tasks and sounds following expectations and rules	<ul style="list-style-type: none">• Practice a range of movements with control demonstrating balance & coordination• Move confidently and creatively with control and coordination in large and small movements• Safely negotiate space both indoors and outdoors• Develop an understanding of safe practice linked to the activities	<ul style="list-style-type: none">• Run at different speeds with an awareness of how to move legs and arms for increased accuracy• Jump from a standing position• Perform a variety of throws with basic control• Uses equipment safely	<ul style="list-style-type: none">• Change speed and direction whilst running.• Jump from a standing position with accuracy• Perform a variety of throws with control and co-ordination• Preparation for shot put and javelin• Uses equipment safely	<ul style="list-style-type: none">• Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country• Can perform a running jump with some accuracy• Perform a variety of throws using a selection of equipment• Uses equipment safely and with good control

Swimming		<ul style="list-style-type: none"> Enter the water confidently. Learn a range of strokes Learn how to stay safe in the water. 		<ul style="list-style-type: none"> Swims competently, confidently and proficiently over a distance of at least 25 metres. Uses a range of strokes effectively on the front and back e.g. front crawl, backstroke and breaststroke. Can include butterfly. Performs safe self-rescue in different water-based situations. 		
Active and Healthy Learners	<ul style="list-style-type: none"> Understand and explain which activities are good for our health Understand and explain the importance of good health, physical exercise and healthy food Dress and undress for PE promptly with minimum help Listen to others and follow instruction Communicate, select, prepare and handle appropriate resources effectively Cooperate and work in small teams 	<ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities Explain what they need to do to stay healthy 	<ul style="list-style-type: none"> Recognise and describe the effects of exercise on the body Know the importance of strength and flexibility for physical activity Know some reasons for warming up and cooling down 	<ul style="list-style-type: none"> Describe how the body reacts at different times and how this affects performance Explain why exercise is good for your health Explain why it is important to warm-up and cool down 	<ul style="list-style-type: none"> Can suggest activities to improve fitness levels and the importance of a healthy diet and lifestyle Know and understand the reasons for warming up and cooling down Explain some safety principles when preparing for and during exercise 	<ul style="list-style-type: none"> Understands how speed, endurance and stamina effects performance Understand the importance of warming up and cooling down Carry out warm-ups and cool downs safely and effectively Understand why exercise is good for health, fitness and wellbeing Know ways they can become healthier Shows good understanding of the importance of a healthy and balanced diet/lifestyle and how different food groups effect our body and performance