

Physical Education Whole School Overview

Content Area	KS1 Objectives	Progression of Skills and Knowledge			KS2 Objectives	Progression of Skills and Knowledge			
		EYFS	Y1	Y2		Y3	Y4	Y5	Y6
	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	Copy and repeat actions and skills Develop awareness of distance and height when throwing objects, running and jumping	Understand the fundamentals to a safe jump/ land Run coordinated and fluid over obstacles	Copy and remember actions Talk about what is different from what they did to another pupil Understand how to send an object with force (push/pull throws)	Use running, jumping, throwing and catching in isolation and in combination	Run at various speeds and to be able to change direction quickly Take part in a relay and remember when and what to do	Run over a long distance, at a steady pace Sprint over a short distance Throw in various ways Hit targets Jump using different techniques	Demonstrate levels of stamina Have control when taking off and landing Throw with accuracy and using various techniques Combine running and jumping skills	To be able to run, jump and throw in a fluid motion. To be able to apply the skill into a game environment. To be able to play competitive recognised sports using the skill.
	Participate in team games, developing simple tactics for attacking and defending		Throw underarm Hit a ball with a bat/ racket To be able to move and stop safely Throw and catch with both hands Throw and kick in different ways	Can use hitting, kicking and/or rolling in a game Decide the best space to be in during a game Use one tactic in a game Follow instructions/ rules of the game	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	Throw and catch with control To be aware of space and use it to support a team-mate and to cause problems for the opposition Understand and use the rules of the game fairly	Catch with one hand Throw and catch accurately Strike a ball accurately and with control Keep possession of the ball within a small sided game Can vary tactics and adapt skills depending on the situation in a game	Gain possession during a game whilst working as a team. Pass accurately using various techniques Use the forehand and backhand with a racket Choose a tactic to defend and attack Use a number a techniques to pass, dribble and shoot	To be able to apply skills to competitive sport and compete against peers and other schools. To be able to implement the rules of given sport to ensure a fair level of competition. To be able to recognise the principles of attacking and defending and apply them to given sports.
	Perform dances using simple movement patterns.		Move to music Copy a dance move Perform their own dance moves Make up a short dance Move safely in space	Change the rhythm, speed, level and direction in their dance Dance with control and coordination Make a sequence by linking sections together Use dance to show a mood or a feeling	Perform dances using a range of movement patterns	Improve freely and translate ideas from a stimulus into a movement Share and create phrase with a partner and small group Repeat, remember and perform phrases	Take the lead when working with a partner or group Use dance to communicate an idea	To be able to compose their own dance in a creative way Perform to a accompaniment To perform a dance showing clarity, fluency, accuracy and consistency	To be able to apply basic principles of dance and movement. To be able to link dance and movement to a choreographed structure. To be able to select the right movement/dance to a given genre of music.
		Understand the basics of balance; 1,2 or 3 body part balance Know the difference between a small and large body part when balancing and travelling across apparatus	Can make their body curled, tensed, stretched and relaxed Control their body when travelling and balancing Copy sequences and repeat them back Pupils can roll, curl, travel and balance in different ways	Plan and perform a sequence of movements Improve their sequence based on feedback Think of more then one way to create a sequence which follows some rules Work individually and in a small group	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Adopt different sequences to suit different types of apparatus and criteria Explain how strength and suppleness affect performance Compare and contrast gymnastics sequences	Work in a controlled manner Include a change of speed and direction Include a range of shapes Work with a partner to create, repeat and improve a sequence with at least 3 phases	Combine pupils own work with that of others Link sequences to specific timings Make complex extended sequences Combine action, balance and shape Perform consistently to different audiences	To display key fundamentals of flexibility, strength, technique, control and balance. To display key fundamentals of flexibility, strength, technique, control and balance and link these together to create gymnastic routines. To display key fundamentals of flexibility, strength, technique, control and balance to athletic competition.

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		<p>Follow a basic map</p> <p>Understand basic direction, left/ right/ forwards/ backwards</p>	<p>Understand the map is like a picture</p> <p>Learn and recognise the symbols</p>	<p>To understand the concept of a map</p> <p>To understand the use of the symbols</p> <p>Develop spatial awareness of the relationships of shapes to each other by transferring information on a plan to reality</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Follow a map in a familiar context</p> <p>Pupils to use clues to follow a route</p> <p>Follow a route safely</p>	<p>Use new information to change the route</p> <p>Follow a map in a (more demanding) familiar context</p> <p>Follow a route within a time limit</p>	<p>Plan a route and a series of clues for someone else</p> <p>Can plan with others, taking into account of safely and danger</p> <p>Follow a map in an unknown location</p> <p>Use clues and a compass to navigate a route</p> <p>Change the route to overcome a problem</p>	<p>To work as part of a team to overcome challenges and outdoor pursuits.</p> <p>To apply knowledge of map work/orienteering to find given locations and solve problems.</p>
			<p>Copy a relevant and appropriate demonstration</p>		<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>To identify to a partner how to improve a skill or technique</p> <p>Describe the improvements, if one can not demonstrate correctly</p>			<p>To develop on strengths and weakness when spoken to about areas of developments.</p> <p>To critically reflect on specific areas of sport and discuss areas for development and how this development could be achieved.</p>
	<p>Swimming and water safety</p> <p>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.</p>							<p>Swimming taught by Swim Stars with the aim of children being able to swim 30m, along with basic water safety and survival skills.</p> <p>Basic first aid also covered.</p>	