

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.

Foundation Stage

Pupils should be taught to:

- Show good control and co-ordination in large and small movements
- Move confidently in a range of ways, safely negotiating space
- Represent their own ideas, thoughts and feelings through music, dance, role play and stories.

Key Stage 1

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.

| | Nursery Sports Person | Reception Sports Person | Year 1 Sports Person | Year 2 Sports Person |
|--|--|--|--|--|
| Progression and Assessment Criteria | <p>(30-50 months)</p> <p>Children:</p> <ul style="list-style-type: none"> • Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mount stairs, steps or climbing equipment using alternate feet. • Walk downstairs, two feet to each step while carrying a small object. • Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draw lines and circles using gross motor movements. • Enjoy joining in with dancing and ring games. • Begin to move rhythmically. • Imitate movement in response to music. • Use movement to express feelings. • Create movement in response to music. | <p>(40-60 months)</p> <p>Children:</p> <ul style="list-style-type: none"> • Experiment with different ways of moving. • Jump off an object and land appropriately. • Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travel with confidence and skill around, under, over and through balancing and climbing equipment. • Show increasing control over an object in pushing, patting, throwing, catching or kicking it. • Show good control and co-ordination in large and small movements. • Move confidently in a range of ways, safely negotiating space. • Begin to build a repertoire of songs and dances. • Represent their own ideas, thoughts and feelings through music, dance, role play and stories. | <p>Games</p> <ul style="list-style-type: none"> • Throw underarm. • Hit a ball with a bat/racket. • Throw and catch with both hands. • Kick in different ways. • Move and stop safely. <p>Gymnastics</p> <ul style="list-style-type: none"> • Make my body curled, tense, stretched and relaxed. • Control my body when travelling and balancing at different levels. • Roll, curl, travel and balance in different ways. • Copy sequences and repeat them. <p>Dance</p> <ul style="list-style-type: none"> • Move safely in a space. • Move to music. • Copy dance moves. • Perform my own dance moves. • Make up a short dance. <p>General</p> <ul style="list-style-type: none"> • Copy actions. • Repeat actions and skills. • Move with control and care. • Use equipment safely. | <p>Games</p> <ul style="list-style-type: none"> • Use hitting, kicking and/or rolling in a game. • Know how to throw overarm. • Decide the best space to be in during a game. • Use a tactic in a game. • Follow rules. <p>Gymnastics</p> <ul style="list-style-type: none"> • Control my body when performing simple jumps and flight skills. • Plan and perform a sequence of movements which follow some 'rules'. • Improve my sequence based on feedback. • Work on my own and with a partner. <p>Dance</p> <ul style="list-style-type: none"> • Change rhythm, speed, level and direction in my dance. • Dance with more control and coordination. • Make a sequence by linking sections together. • Use dance to show a mood or feeling. <p>General</p> <ul style="list-style-type: none"> • Copy and remember actions. • Talk about what is different from what I did and what someone else did. • Know that exercise is good for me. |
| | <p>(30 – 60 months)</p> <p>Adults:</p> <ul style="list-style-type: none"> • Encourage children to move with controlled effort, and use associated vocabulary such as 'strong', 'firm', 'gentle', 'heavy', 'stretch', 'reach', 'tense' and 'floppy'. • Use music of different styles and cultures to create moods and talk about how people move when they are sad, happy or cross. • Motivate children to be active through games such as follow the leader. • Talk about why children should take care when moving freely. • Encourage children to use the vocabulary of movement /instruction, e.g. 'gallop', 'slither' of instruction e.g. 'follow', 'lead' and 'copy'. • Pose challenging questions such as 'Can you get all the way round the climbing frame without your knees touching it?' • Talk with children about the need to match their actions to the space they are in. • Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient. <p>Environments:</p> <ul style="list-style-type: none"> • Provide time and space to enjoy energetic play daily. • Provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes. • Practise movement skills through games with beanbags, cones, balls and hoops. • Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. • Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment. • Mark out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate their own activities. <p>In nursery and reception, children will be using physical skills in their everyday play within their environment throughout the year.</p> | | | |

| | Year 3 Sports Person | Year 4 Sports Person | Year 5 Sports Person | Year 6 Sports Person |
|--|---|---|--|--|
| Progression and Assessment Criteria | <p>Games</p> <ul style="list-style-type: none"> • Throw, catch, kick and hit a ball with control making appropriate choices. • Use simple fielding skills. • Aware of space and use it to support team-mates and to cause problems for the opposition both in attack and defence. • Know and use rules fairly. <p>Gymnastics</p> <ul style="list-style-type: none"> • Show greater control of rolls, jumps and balances. • Explore how strength and suppleness affect performance. • Adapt sequences to suit different types of apparatus and criteria. • Compare and contrast gymnastic sequences. <p>Dance</p> <ul style="list-style-type: none"> • Use and develop pathways and direction in dances. • Repeat, remember and perform phrases. • Share and create phrases with a partner and small group in unison. • Improvise and translate ideas from a stimulus into movement. <p>Athletics</p> <ul style="list-style-type: none"> • Run at fast, medium and slow speeds; changing speed and direction. • Take part in a relay, remembering when to run and what to do. • Apply throwing skills to athletic events. <p>Outdoor and adventurous</p> <ul style="list-style-type: none"> • Follow a map in a familiar context. • Use clues to follow a route. • Solve a simple challenge. • Follow a route and complete a team challenge safely. <p>Swimming</p> <ul style="list-style-type: none"> • Swim 10m competently. • Use one stroke effectively. • Know how to stay safe near water. | <p>Games</p> <ul style="list-style-type: none"> • Throw and catch accurately including attempts to catch with one hand. • Hit and kick a ball accurately with control using a variety of equipment. • Keep possession of the ball developing passing and receiving skills. • Vary tactics and adapt skills depending on what is happening in a game. <p>Gymnastics</p> <ul style="list-style-type: none"> • Know the difference between matching and mirrored balances. • Perform in a controlled and fluent way. • Include change of speed, direction and a range of shapes. • Work with a partner to create, repeat and improve a sequence with at least three phases. <p>Dance</p> <ul style="list-style-type: none"> • Use and develop patterns and formations in dances. • Know how to use levels and dynamics in dance. • Reorder and link phrases together. • Use dance to communicate an idea or story. <p>Athletics</p> <ul style="list-style-type: none"> • Run over a long distance. • Sprint over a short distance. • Jump in different ways. • Throw in different ways. • Hit a target over a variety of distances. <p>Outdoor and adventurous</p> <ul style="list-style-type: none"> • Follow a map in a more demanding familiar context. • Follow a route within a time limit. • Overcome a more demanding challenge or team activity. <p>Swimming</p> <ul style="list-style-type: none"> • Swim 15m competently and confidently. • Use two strokes effectively. • Know how to float. | <p>Games</p> <ul style="list-style-type: none"> • Refine and evaluate my kicking, hitting, throwing and catching to improve accuracy and control. • Use knowledge of fielding skills to make appropriate choices and organise fielding positions. • Use forehand and backhand with a racket. • Use a range of techniques with a racket/bat? • Use a number of techniques to pass, dribble and shoot in different ways. • Gain possession working as a team. • Choose a tactic for defending and attacking. <p>Gymnastics</p> <ul style="list-style-type: none"> • Know the difference between symmetry and asymmetry. • Combine movements, balances and shapes with increasing control and fluency. • Perform some simple partner balances. • Make complex extended sequences. <p>Dance</p> <ul style="list-style-type: none"> • Use and develop cannon in dances. • Perform more complex phrases with control, accuracy and extension. • Create a structured dance using a variety of phrases and techniques. • Evaluate and improve my own performance and dances. <p>Athletics</p> <ul style="list-style-type: none"> • Combine running and jumping. • Take off and land with increasing accuracy and control. • Throw with increasing distance and accuracy. <p>Outdoor and adventurous</p> <ul style="list-style-type: none"> • Follow a map into an unknown location. • Use clues and a compass to navigate a route. • Lead a team to solve / overcome a challenge safely. • Change my route and/or strategy to overcome a problem or challenge. <p>Swimming</p> <ul style="list-style-type: none"> • Swim 20m competently, confidently and proficiently. • Use a range of strokes effectively. • Know how to tread water | <p>Games</p> <ul style="list-style-type: none"> • Explore different techniques and approaches to improve the effectiveness of my kicking, hitting, throwing and catching. • Develop volley skills to improve accuracy and control. • Play to agreed rules and explain rules to others. • Can umpire/referee. • Make a team and communicate a plan including positions and tactics. • Lead others in a game situation. <p>Gymnastics</p> <ul style="list-style-type: none"> • Explore a range of progressively more complex partner balances. • Combine my work with that of others. • Develop and perform sequences to specific timings and guidelines. • Evaluate the work of others giving specific feedback to help improve their performance. <p>Dance</p> <ul style="list-style-type: none"> • Take the lead when working with a partner or group. • Perform dances that show timing, fluency, accuracy and consistency. • Know how to choose my own music and style to create a dance. • Evaluate and improve the performance and dances of others. <p>Athletics</p> <ul style="list-style-type: none"> • Demonstrate stamina and know how to pace myself when running. • Evaluate and refine throwing and jumping techniques to improve distance, accuracy and control. <p>Outdoor and adventurous</p> <ul style="list-style-type: none"> • Plan a route and a series of clues for someone else. • Plan a problem solving activity with others, taking account of safety and danger. • Overcome a personal challenge reflecting on its impact. • Evaluate the success of activities / feedback to others. <p>Swimming</p> <ul style="list-style-type: none"> • Swim 25m competently, confidently and proficiently. • Use a range of strokes effectively. • Perform safe self-rescue in different water-based situations. |