



PE

Programmes of Study

Physical Education KS1

Acquiring and developing skills

Evaluating and improving performance

Knowledge and understanding of fitness and health

Selecting and applying skills, tactics and compositional ideas

Year 1	To master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and begin to build these in a range of activities.
Level 1	<ul style="list-style-type: none"> • To copy actions and repeat and explore skills. • To move with some control and care. • To talk about what they have done and describe what others have done. • To describe how the body feels during an activity. • To show control and coordination when travelling and balancing in lots of ways. • To choose which actions to make. • To copy sequences and repeat them. • To roll, balance and climb safely. • To stretch and curl body.
Year 1	To master basic movements as well as developing balance, agility and co-ordination in order to perform dances using simple movements.
Level 1	<ul style="list-style-type: none"> • To copy actions and repeat and explore skills. • To move with some control and care. • To talk about what they have done and describe what others have done. • To describe how the body feels during an activity. • To decide where to stand to make a game difficult for the other team. • To perform dance moves and put them together to make a short dance. • To show rhythm. • To choose the best movements to show different ideas carefully with control. • To use space safely.
Year 1	To participate in team games, developing simple tactics for attacking and defending as well as developing basic movement in running, jumping, throwing and catching
Level 1	<ul style="list-style-type: none"> • To copy actions and repeat and explore skills. • To move with some control and care. • To talk about what they have done and describe what others have done. • To describe how the body feels during an activity. • To know how to exercise safely by looking for space. • To throw or roll a ball/hoop. • To hit a ball with a bat. • To move to catch or collect, and stop. • To throw and kick a ball in different ways. • To decide where to stand to make a game difficult for the other team.

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Year 2	To master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to build these in a range of activities.
Level 2	<ul style="list-style-type: none">• To copy and remember actions.• To repeat and explore skills.• To move with careful control, co-ordination and care.• To talk about the differences between my own and others' performances and suggesting how it could be improved.• To say what has gone well and why.• To describe how the body feels during different activities, using parts of the body to describe the effects.• To know how to exercise safely by looking for space, others' and by warming up properly.• To plan sequences of movements with control.• To show contrasts such as small/tall, straight/curved and wide/narrow.• To balance on different points of the body.
Year 2	To master basic movements as well as developing balance, agility and co-ordination in order to perform dances using simple movements.
Level 2	<ul style="list-style-type: none">• To copy and remember actions.• To repeat and explore skills.• To move with careful control, co-ordination and care.• To talk about the differences between my own and others' performances and suggesting how it could be improved.• To say what has gone well and why.• To describe how the body feels during different activities, using parts of the body to describe the effects.• To know how to exercise safely by looking for space, others' and by warming up properly.• To develop some tactics for the game being played.• To perform dance actions with control and co-ordination, linking two or more actions together to make a sequence.• To remember and repeat dance movements choosing the best to communicate a mood or feeling.
Year 2	To participate in team games, developing simple tactics for attacking and defending as well as developing basic movement in running, jumping, throwing and catching
Level 2	<ul style="list-style-type: none">• To copy and remember actions.• To repeat and explore skills.• To move with careful control, co-ordination and care.

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| | <ul style="list-style-type: none">• To talk about the differences between my own and others' performances and suggesting how it could be improved.• To say what has gone well and why.• To describe how the body feels during different activities, using parts of the body to describe the effects.• To know how to exercise safely by looking for space, others' and by warming up properly.• To use the terms 'opponent' and 'team mate' when playing games.• To use rolling, hitting and kicking skills in games.• To decide on the best position to be in during a game.• To develop some tactics for the game being played. |
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Physical Education KS2

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Year 3	Athletics
<i>Level 3</i>	<ul style="list-style-type: none"> • To copy and remember actions. • To repeat and explore skills. • To move with careful control, co-ordination and care. • To talk about the differences between my own and others' performances and suggesting how it could be improved. • To say what has gone well and why. • To describe how the body feels during different activities, using parts of the body to describe the effects. • To know how to exercise safely by looking for space, others' and by warming up properly. • To sprint over a short distance. • To run over a longer distance, conserving energy. • To have a range of throwing techniques which show accuracy. • To jump in a number of ways, sometimes using a short run-up.
Year 3	Gymnastics
<i>Level 3</i>	<ul style="list-style-type: none"> • To copy and remember actions. • To repeat and explore skills. • To move with careful control, co-ordination and care. • To talk about the differences between my own and others' performances and suggesting how it could be improved. • To say what has gone well and why. • To describe how the body feels during different activities, using parts of the body to describe the effects. • To know how to exercise safely by looking for space, others' and by warming up properly. • To know the body is balanced. • To show shapes and sequences which are controlled and include changes in speed and level. • To plan, perform and repeat sequences. • To work on improving strength and suppleness by practicing stretches and shapes.
Year 3	Competitive Games e.g. football, hockey, netball, rounders, tag rugby and tennis
<i>Level 3</i>	<ul style="list-style-type: none"> • To select and use the most appropriate skills, actions and ideas. • To move with co-ordination and control. • To say how work is similar to and different from others. • To use this understanding to improve own performance.

	<ul style="list-style-type: none"> • To give reasons as to why warming up before an activity is important. • To give reasons as to why physical activity is good for my health. • To throw and catch a ball with control and accuracy. • To strike a ball and field with control. • To choose appropriate tactics to cause a problem for the opposition. • To follow rules in a game. • To keep possession of a ball (feet, hockey stick, hands).
Year 3	Dance
<i>Level 3</i>	<ul style="list-style-type: none"> • To copy and remember actions. • To repeat and explore skills. • To move with careful control, co-ordination and care. • To talk about the differences between my own and others' performances and suggesting how it could be improved. • To say what has gone well and why. • To describe how the body feels during different activities, using parts of the body to describe the effects. • To know how to exercise safely by looking for space, others' and by warming up properly. • To improvise and communicate an idea with movements. • To refine movements into sequences which are clear and fluent. • To know that dance can express a variety of things.
Year 3	Adventurous Activity Team challenges
<i>Level 3</i>	<ul style="list-style-type: none"> • To copy and remember actions. • To repeat and explore skills. • To move with careful control, co-ordination and care. • To talk about the differences between my own and others' performances and suggesting how it could be improved. • To say what has gone well and why. • To describe how the body feels during different activities, using parts of the body to describe the effects. • To know how to exercise safely by looking for space, others' and by warming up properly. • To follow a sketch map of places known to them. • To use plans and diagrams to help get from one place to another showing enjoyment. • To work and behave safely. • To discuss with others' how to solve problems.

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Year 4	Athletics
<i>Level 4</i>	<ul style="list-style-type: none">• To link skills, techniques and ideas and apply them accurately and appropriately.• To be controlled and skilful in my actions and movements.• To compare and comment on the skills, techniques and ideas used in own work and others, and use this to improve performance.• To explain and apply basic safety principles in preparing for exercise.• To describe the effects exercise has on the body and how valuable it is to health.• To choose the best pace for running.• To be controlled in take off and landing when jumping.• To be accurate when throwing for distance.• To combine running and jumping well.
Year 4	Gymnastics
<i>Level 4</i>	<ul style="list-style-type: none">• To link skills, techniques and ideas and apply them accurately and appropriately.• To be controlled and skilful in my actions and movements.• To compare and comment on the skills, techniques and ideas used in own work and others, and use this to improve performance.• To explain and apply basic safety principles in preparing for exercise. To describe the effects exercise has on the body and how valuable it is to health• To make complex sequences that includes changes in direction, level and speed.• To combine actions, shapes and balances into a gymnastic performance which are clear, accurate and consistent.• To prepare and perform to an audience.
Year 4	Competitive Games e.g. football, hockey, netball, rounders, tag rugby and tennis
<i>Level 4</i>	<ul style="list-style-type: none">• To link skills, techniques and ideas and apply them accurately and appropriately.• To be controlled and skilful in my actions and movements.• To compare and comment on the skills, techniques and ideas used in own work and others, and use this to improve performance.• To explain and apply basic safety principles in preparing for exercise. To describe the effects exercise has on the body and how valuable it is to health• To use a variety of techniques to pass.• To work with a team or alone to gain possession of a ball.• To strike a bowled ball.• To use forehand and backhand when playing racquet games.• To choose the most appropriate tactics in a game

Year 4	Dance
<i>Level 4</i>	<ul style="list-style-type: none"> • To link skills, techniques and ideas and apply them accurately and appropriately. • To be controlled and skilful in my actions and movements. • To compare and comment on the skills, techniques and ideas used in own work and others, and use this to improve performance. • To explain and apply basic safety principles in preparing for exercise. To describe the effects exercise has on the body and how valuable it is to health • To be creative and imaginative in composing own dances and perform expressively. • To use movements which are controlled and express emotion or feeling
Year 4	Adventurous Activity Team challenges
<i>Level 4</i>	<ul style="list-style-type: none"> • To link skills, techniques and ideas and apply them accurately and appropriately. • To be controlled and skilful in my actions and movements. • To compare and comment on the skills, techniques and ideas used in own work and others, and use this to improve performance. • To explain and apply basic safety principles in preparing for exercise. To describe the effects exercise has on the body and how valuable it is to health • To use maps and diagrams to orientate myself, adapting my actions to changing situations (e.g. weather) • To work with others to plan careful responses to challenges or problems.

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Year 5	Athletics
<i>Level 5</i>	<ul style="list-style-type: none">• To select and combine my skills, techniques and ideas.• To apply my skills, techniques and ideas accurately, appropriately and consistently.• To show precision, control and fluency.• To analyse and comment on skills and techniques and how they are applied to own and others work.• To modify and refine skills and techniques to improve own performance.• To explain how different parts of the body react during different types of exercise.• To warm up and cool down in ways that suit the activity.• To describe why regular, safe exercise is good for fitness and health.• To show accurate control, speed, strength and stamina in my athletics. • To adapt my skills to different situations.• To know and follow event rules.
Year 5	Gymnastics
<i>Level 5</i>	<ul style="list-style-type: none">• To select and combine my skills, techniques and ideas.• To apply my skills, techniques and ideas accurately, appropriately and consistently.• To show precision, control and fluency.• To analyse and comment on skills and techniques and how they are applied to own and others work.• To modify and refine skills and techniques to improve own performance.• To explain how different parts of the body react during different types of exercise.• To warm up and cool down in ways that suit the activity.• To describe why regular, safe exercise is good for fitness and health.• To use movements which include controlled balances, shapes, levels and actions.• To link and adapt actions together into a well-timed sequence.
Year 5	Competitive Games e.g. football, hockey, netball, rounders, tag rugby and tennis
<i>Level 5</i>	<ul style="list-style-type: none">• To select and combine my skills, techniques and ideas.• To apply my skills, techniques and ideas accurately, appropriately and consistently.• To show precision, control and fluency.• To analyse and comment on skills and techniques and how they are applied to own and others work.• To modify and refine skills and techniques to improve own performance.• To explain how different parts of the body react during different types of exercise.• To warm up and cool down in ways that suit the activity.• To describe why regular, safe exercise is good for fitness and health.• To use tactics and follow rules, planning my approach to attacking and defending.• To use a range of shots and strokes to strike a ball.

	<ul style="list-style-type: none"> To strike a ball on the volley.
Year 5	Dance
<i>Level 5</i>	<ul style="list-style-type: none"> To select and combine my skills, techniques and ideas. To apply my skills, techniques and ideas accurately, appropriately and consistently. To show precision, control and fluency. To analyse and comment on skills and techniques and how they are applied to own and others work. To modify and refine skills and techniques to improve own performance. To explain how different parts of the body react during different types of exercise. To warm up and cool down in ways that suit the activity. To describe why regular, safe exercise is good for fitness and health. To refine dances with style and artistic intention. To match dance with the mood of the accompanying music. To choose own dance steps or movements and develop them. To practice and perform with control. To use movements which include controlled balances, shapes, levels and actions. To link and adapt actions together into a well-timed sequence.
Year 5	Adventurous Activity Team challenges
<i>Level 5</i>	<ul style="list-style-type: none"> To select and combine my skills, techniques and ideas. To apply my skills, techniques and ideas accurately, appropriately and consistently. To show precision, control and fluency. To analyse and comment on skills and techniques and how they are applied to own and others work. To modify and refine skills and techniques to improve own performance. To explain how different parts of the body react during different types of exercise. To warm up and cool down in ways that suit the activity. To describe why regular, safe exercise is good for fitness and health. To be careful and confident in unfamiliar environments. To use senses to assess risks and adapt my plans accordingly, putting safety first. To plan with others, seeking advice.