

National Curriculum Aims for Physical Education:

- Engage in Sports and Activities
- Lead healthy, active lives
- Develop competence to excel in a broad range of physical activities
- Physically Active for sustained periods of time

National Curriculum PE 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 co-ordination, 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 about:

- 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

Curriculum Mapping: Reception and Key Stage 1

FUNDamentals	Dribbling and Ball Skills	Dance	Multi Sports	Catching, Throwing & Rolling	Athletics
ABC Games		Gymnastics	Invasion Games	Striking and Fielding	

Italics – Target Tracker Statements**National Curriculum PE Key Stage 2**

Pupils should continue to implement 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, catching and throwing 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 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 and demonstrate improvement to achieve their personal best

Swimming and water safety

- 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

At Great Horwood PE skills are taught on a two yearly cycle

Curriculum Mapping: Key Stage 2 Cycle A

Football	Dance	Tennis
Basketball	Badminton	Children's Choice
Netball	Hockey	Athletics
Children's Choice	Circuit and Indoor Fitness	Striking Games

Curriculum Mapping: Key Stage 2 Cycle B

Football	Dance	Children's Choice
Basketball	Badminton	Athletics
Netball	Gymnastics	Cricket
Children's Choice	Tag Rugby	Rounders

Italics – Target Tracker Statements

PE – Invasion Games			
Reception, Year 1 & 2	Year 3 and 4	Year 5 and 6	More and most able
<ul style="list-style-type: none"> • Work on close control • Focus on spatial awareness • Develop technique • Explore a range of different Sports • Practice catching, throwing and rolling techniques • Develop Eye-Hand coordination combining accuracy, control and power • Know the importance of technique • Know and follow rules • Combine skills from other topics • Developing teamwork 	<ul style="list-style-type: none"> • Recognise the similarities between invasion games, even though they use different sending, receiving and 'travelling with' techniques. • Play games with some fluency and accuracy, using a range of throwing and catching techniques • Know the rules of the games • Understand that they need to defend as well as attack • understand how strength, stamina and speed can be improved by playing invasion games • suggest different ways in which tactics or techniques could be used • throw and catch with control to keep possession and score 'goals'; • be aware of space and use it to support team-mates and cause problems for the opposition 	<ul style="list-style-type: none"> • pass, dribble and shoot with control in games; • identify and use tactics to help their team keep the ball and take it towards the opposition's goal • mark opponents and help each other in defence • control the ball consistently • make changes that improve their team and individual performance • play effectively as part of a team • know what position they are playing in and how to contribute when attacking and defending • recognise their own and other's strengths and weaknesses in games suggest ideas that will improve performance 	<ul style="list-style-type: none"> • play effectively with speed and precision, as members of both small and larger teams • decide quickly where and when to pass the ball, showing good awareness of what is going on around them • vary tactics and adapt skills in response to the situation they face in a game
PE – Net and Wall Games			
Reception, Year 1 & 2	Year 3 and 4	Year 5 and 6	More and most able
<ul style="list-style-type: none"> • Practice catching, throwing and rolling techniques • Develop Eye-Hand coordination combining accuracy, control and power • Know the importance of technique • Know and follow rules • Combine skills from other topics • Developing teamwork 	<ul style="list-style-type: none"> • keep up a continuous game, using a range of throwing and catching skills and techniques • use a small range of basic racket skills • choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent • choose and use a range of simple tactics for defending their own court • Make up their own net games, • understand the point of the game, keep 	<ul style="list-style-type: none"> • use forehand, backhand and overhead shots increasingly well in the games they play • use the volley in games where it is important • use the skills they prefer with competence and consistency • understand the need for tactics • start to choose and use some tactics effectively • play cooperatively with a partner 	<ul style="list-style-type: none"> • play the full game of short tennis • use a wide range of shots in games, with a good degree of consistency and accuracy • work collaboratively with a partner • understand the need for different tactics • lead others in short warm-up routines, selecting safe and appropriate activities and exercises • identify strengths and weaknesses in their own and others' play, and suggest practices

Italics – Target Tracker Statements

	<ul style="list-style-type: none"> rules effectively and fairly recognise how net games make the body work 	<ul style="list-style-type: none"> apply rules consistently and fairly identify appropriate exercises and activities for warming up 	that will lead to improvement
PE – Gymnastics			
Reception, Year 1 & 2	Year 3 and 4	Year 5 and 6	More and most able
<ul style="list-style-type: none"> show basic control and coordination when travelling and when remaining still find and use space safely, with an awareness of others use words such as rolling, travelling, balancing, climbing to make their body tense, relaxed, stretched and curled plan and repeat simple sequences of actions show contrasts in shape describe what their bodies feel like during gymnastic activity say why they think gymnastic actions are being performed well 	<ul style="list-style-type: none"> choose and plan sequences of contrasting actions adapt sequences to suit different types of apparatus and their partner's ability explain how strength and suppleness affect performance identify some muscle groups used in gymnastic activities perform actions, balances, body shapes and agilities with control recognise criteria that lead to improvement, <i>e.g changing a level</i> perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement. 	<ul style="list-style-type: none"> create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed choose actions, body shapes and balances from a wider range of themes and ideas show clarity, fluency, accuracy and consistency in their movements in small groups, prepare a sequence to be performed to an audience understand the importance of warming up and cooling down; say, in simple terms, why activity is good for their health, fitness and wellbeing arrange their own apparatus safely to suit the needs of a task 	<ul style="list-style-type: none"> make up their own sequences arrange their own apparatus safely to suit the needs of a task organise small groups independently include a wide range of actions, shapes and balances in their performance, some of which are original explain, using appropriate language, how activity improves health, fitness and wellbeing
PE – Dance			
Reception, Year 1 & 2	Year 3 and 4	Year 5 and 6	More and most able
<ul style="list-style-type: none"> perform basic body actions use different parts of the body singly and in combination show some sense of dynamic, expressive and rhythmic qualities in their own dance choose appropriate movements for different dance ideas vary the way they use space perform with control and coordination 	<ul style="list-style-type: none"> improvise freely, translating ideas from a stimulus into movement create dance phrases that communicate ideas share and create dance phrases with a partner and in a small group repeat, remember and perform these phrases in a dance use dynamic, rhythmic and expressive qualities clearly and with control 	<ul style="list-style-type: none"> compose motifs and plan dances creatively and collaboratively in groups adapt and refine the way they use weight create space and rhythm in their dances to express themselves in the style of dance they use perform different styles of dance clearly and fluently 	<ul style="list-style-type: none"> Understand the changes within and between time periods Understand how some changes take centuries whilst others are more rapid and give examples with evidence

Italics – Target Tracker Statements

<ul style="list-style-type: none"> describe how dancing affects their body know why it is important to be active suggest ways they could improve their work 	<ul style="list-style-type: none"> use simple motifs and movement patterns to structure dance phrases on their own show sensitivity to the dance idea and the accompaniment describe, interpret and evaluate dance, using appropriate language 		
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PE – Striking and Fielding

Reception, Year 1 & 2	Year 3 and 4	Year 5 and 6	More and most able
<ul style="list-style-type: none"> Practice catching, throwing and rolling techniques Develop Eye-Hand coordination combining accuracy, control and power Know the importance of technique Know and follow rules Combine skills from other topics Developing teamwork 	<ul style="list-style-type: none"> use a range of skills, <i>eg throwing, striking, intercepting and stopping a ball</i>, with some control and accuracy choose and vary skills and tactics to suit the situation in a game carry out tactics successfully know rules and use them fairly to keep games going explain what they need to do to get ready to play games 	<ul style="list-style-type: none"> strike a bowled ball; use a range of fielding skills, <i>eg catching, throwing, bowling, intercepting</i>, with growing control and consistency use and apply the basic rules consistently and fairly understand and implement a range of tactics in games identify their own strengths and suggest practices to help them improve 	<ul style="list-style-type: none"> play games effectively, reading situations and responding quickly bat, bowl and field with control use a range of tactics for attacking and defending as batters, bowlers and fielders identify the main types of fitness needed for these games and use them in warm-up routines identify their own and others strengths and devise practices that lead to improvement

PE – Outdoor Adventurous Activities

Reception, Year 1 & 2	Year 3 and 4	Year 5 and 6	More and most able
<ul style="list-style-type: none"> Improving agility, balance and coordination, in a range of different activities and games 	<ul style="list-style-type: none"> use maps and diagrams to orientate themselves and to travel around a simple course respond when the task or environment changes and the challenge increases start to plan sensible responses to physical challenges or problems, talking and working with others in their group recognise some of the physical demands that activities make on them identify parts of the work that were 	<ul style="list-style-type: none"> choose and perform skills and strategies effectively find solutions to problems and challenges, plan, implement and refine the strategies they use adapt the strategies as necessary work increasingly well in a group or in a team where roles and responsibilities are understood prepare physically and organizationally for challenges 	<ul style="list-style-type: none"> work confidently in familiar and changing environments adapt quickly to new situations devise and put into practice a range of solutions to problems and challenges understand clearly the nature of a challenge or problem and what they want to achieve take a leading role when working with others prepare efficiently and safely

Italics – Target Tracker Statements

	successful <ul style="list-style-type: none"> • respond to feedback on how to go about their work differently 	they are set, taking into account the group's safety <ul style="list-style-type: none"> • identify what they do well, as individuals and as a group suggest ways to improve 	
PE - Athletics			
Reception, Year 1 & 2	Year 3 and 4	Year 5 and 6	More and most able
<ul style="list-style-type: none"> • develop an awareness of the difference between acceleration and sprint speed • different techniques of throwing • practice basic movements including running, jumping, throwing and catching • develop balance, agility and co-ordination 	<ul style="list-style-type: none"> • run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency • make up and repeat a short sequence of linked jumps • take part in a relay activity, remembering when to run and what to do • Throw a variety of objects, changing their action for accuracy and distance • identify the changes that take place after exercise, and describe how their bodies will react when running, jumping and throwing 	<ul style="list-style-type: none"> • Change direction, quickly with consistency and fluidity • Consistently be able to perform a triple jump consistently, • Show control and accuracy when throwing objects into targets from increasing distances • identify appropriate exercises and activities for warming up • watch their own and others' performances and suggest improvements for specific purposes 	
PE – Swimming (At GHS Swimming lessons take place in KS2)			
Reception, Year 1 & 2	Year 3 and 4	Year 5 and 6	More and most able
	<u>Year 3</u> <ul style="list-style-type: none"> • swim between 10 and 20 metres, with swimming aids and support, using their arms and legs to propel themselves in some cases, • swim up to 5 metres without aids or support • move confidently in water when their feet are touching the ground • demonstrate an understanding of water safety 	<ul style="list-style-type: none"> • swim between 50 and 100 metres and keep swimming for 45 to 90 seconds • use three different strokes, swimming on their front and back • control their breathing • swim confidently and fluently on the surface and underwater • work well in groups to solve specific problems and challenges, sharing out the work fairly • recognise how swimming affects their body, 	<ul style="list-style-type: none"> • swim further than 100 metres swim fluently and confidently for over 90 seconds • use all three strokes with control • swim short distances using butterfly • breathe so that the pattern of their swimming is not interrupted • perform a wide range of personal survival techniques confidently • know what different tasks demand of their body, and pace their efforts well to

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	<u>Year 4</u> <ul style="list-style-type: none">• swim between 20 and 50 metres and keep swimming for 45 to 90 seconds• use two different strokes, swimming on their front and back• control their breathing• swim confidently and fluently on the surface and underwater• demonstrate an understanding of water safety• have a reasonable knowledge of the water safety code	and pace their efforts to meet different challenges <ul style="list-style-type: none">• suggest activities and practices to help improve their own performance• demonstrate an understanding of water safety• have a reasonable knowledge of the water safety code	meet challenges
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