Physical Education

PE is taught progressively through the 3 strands of 'motor competence', 'rules, strategies and tactics' and 'healthy participation'.

Each of these strands is developed through the following key areas of learning:

					
Athletics	Dance and movement	Gymnastics	Team games	Outdoor adventurous activities	Swimming

Knowledge and skills sequencing	**PHYSICAL EDUCATION**						
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Athletics  Motor competence Rules, strategies and tactics	To learn the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing	To be able to move by running and jumping with control and care To be able to explore throwing and catching using a range of techniques	To master basic throwing and catching. To master basic running and jumping	To show control, accuracy and coordination within running and jumping movements at different speeds To be able to take part in a relay, remembering when to run and how to work within a team	To be able to run over a long distance and sprint a short distance and understand the different techniques needed To be able to throw in different ways and hit a target To be able to jump in different ways To know the rules and tactics needed for different athletic activities	To be able to control my body when taking off and landing To be able to throw with accuracy To know the rules and tactics needed for a wider range of athletic activities	To be able to combine a range of running, jumping, throwing and catching techniques with control. To know the rules and tactics needed for a wider range of athletic activities

Dance and movement  Motor competence Rules, strategies and tactics		To progress towards a more fluent style of moving, with developing control and grace	To be able to copy, learn and perform some dance moves	To be able to change rhythm, speed, level and direction in my dance To be able dance with some control and coordination To be able to perform dances using simple movement patterns	To be able to improvise freely and translate ideas from a stimulus into movement To be able to share and create phrases with a partner and small group To be able to repeat, remember and perform phrases	To be able to use dance to communicate an idea through a range of movements and patterns	To be able to perform a dance which shows clarity, fluency, accuracy and consistency To be able to perform to an accompaniment To be able to compose my own dances in a creative ways	To be able to develop sequences in a specific style To be able to perform dances using simple movement patterns To be able to choose my own music and style
		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Team Games 	**(Striking and fielding)** Motor competence Rules, strategies and tactics	To develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming	To be able to move and stop safely To be able to throw underarm To begin to catch more consistently To be able to strike with a racket or bat	To be able to send and receive To be able to decide the best space to be in during a game To be able to follow rules To use hand-eye coordination to control a ball To be able to catch a variety of objects	To be able to throw and catch with control To be aware of space and use it to support team-mates and to cause problems for the opposition To know and use rules fairly	To be able to catch with one hand To be able to hit, bowl, throw and catch with increasing accuracy To be able to vary my tactics and adapt my skills depending on what is happening in a game	To be able to hit, throw, bowl and catch accurately and with control To be able to use a range of techniques when fielding	To be able to use a range of techniques with confidence and skill in a game situation To be able to play competitive games to agreed rules To be able to explain rules to others To be able to communicate a plan to my team
	(Invasion) Motor competence	To be able to combine different movements with ease and fluency	To be able to move and stop safely To be able to throw and kick in different ways To be able to stop a ball	To be able to throw, hit or kick a ball with increasing accuracy To be able to decide the best space to be in during a game	To be able to throw, hit or kick a ball with accuracy To be aware of space and use it to support team-mates and to cause	To be able to pass, throw and catch accurately with control To be able to keep possession of the ball	To be able to pass in different ways To be able to choose a tactic for defending and attacking	To be able to use a number of techniques to pass, dribble and shoot with control and accuracy To be able to apply basic principles

Team Games 	Rules, strategies and tactics			To be able to use tactics in a game when attacking and defending To be able to follow rules	problems for the opposition To know and use rules fairly	To be able to vary my tactics and adapt my skills depending on what is happening in a game	To be able to use a number of techniques to pass, dribble and shoot To be able to gain possession by working as part of a team	suitable for attacking and defending To be able to play competitive games to agreed rules To be able to explain rules to others To be able to communicate a plan to my team
	(Net / Wall) Motor competence Rules, strategies and tactics				To be able to throw and catch with control To be able to serve underarm To be able to build up a rally	To be able to play a variety of shots To demonstrate and use the correct grip on a racket To develop greater accuracy of strokes To know the rules for a net game	To develop techniques for ground strokes and volleys To develop a backhand technique and use it in a game To be able to serve overarm To know when to use different shots	To use good hand/eye co-ordination when playing and serving To know where a shot should be aimed and show increasing accuracy To use different shots in a game situation to outwit an opponent
		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Gymnastics 		To develop overall body-strength, balance, co-ordination and agility	To be able to make my body curled, tense, stretched and relaxed To be able to control my body when travelling and balancing in different ways	To be able to use balance, agility and coordination in a range of activities To be able to plan and perform a sequence of coordinated	To be able to explain how strength and suppleness affect performance To be able to compare and contrast gymnastic sequences	To include change of speed and direction with control To include a range of shapes in a sequence	To combine action, balance and shape To perform consistently to different audiences To be able to make complex extended sequences	To be able to demonstrate flexibility, strength, control and balance in a sequence of movements To develop technical

Motor competence Rules, strategies and tactics			movements including a balance	To adapt sequences to suit different types of apparatus and criteria	To be able to work with a partner to create, repeat and improve a sequence with at least three phases		sequences in a specific style
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Outdoor adventurous activities  Motor competence Rules, strategies and tactics			To be able to follow a map in a familiar context To be able to use clues to follow a route safely		To be able to work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others To be able to follow a route within a time limit		To confidently orientate myself and others to solve problems in unfamiliar environments Follow a map into an unknown location Use clues and a compass to navigate a route To be able to plan route and a series of clues for someone else To be able to take part in outdoor and adventurous activity challenges both individually and in a team
Swimming 					To be able to use a range of strokes effectively To perform safe self-rescue in different water-based situations To swim competently, confidently and proficiently over a distance of at least 25m		

Sports Science Sequencing		PHYSICAL EDUCATION					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Sports Science Healthy Participation		To know why moving my body is an important part of being healthy	To know the importance of a warm up To explain the benefits a warm up has on our body	To take a pulse rate reading before and after exercise and see the impact exercise has on it To explain why heart rates, increase after exercise To appreciate that being active is part of being healthy both physically and mentally	To explain how a warm up prepares and protects our body during physical activity (aerobic exercise to increase heart rate and warm muscles, then how to stretch safely to ensure muscle damage doesn't occur) To understand that being healthy physically and mentally relies on diet and physical activity	To know the names, locations and usage for some of the main muscles in the body (biceps, triceps, quadriceps, hamstring) To begin to understand how muscles work in pairs to allow us to move.	To identify the bodies 5 major muscle groups and their names (chest, back, arms and shoulders, abdominals, legs and buttocks) To understand that having a healthy, active lifestyle impacts our mental health (exercise releases endorphins which reduce chance of depression and anxiety. Improve self-esteem. Regulate appetite To understand the short- and long-term effects physical exercise has on the body and mental health