



Subject Content

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 coordination, 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

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.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Gymnastics | To explore gymnastics actions and still shapes To copy or create and link movement phrases with beginnings, middles and ends To perform movement phrases using a range of body actions and body parts | To remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision To choose, use and vary simple compositional ideas in the sequences they create and perform To lift, move and place equipment safely | To consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements To consolidate and improve the quality of their techniques and their ability to link movements | To develop the range of actions, body shapes and balances they include in a performance To create gymnastic sequences that meet a theme or set of conditions To use compositional devices when creating their sequences, such as changes in speed, level and direction | To choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations To know and understand the basic principles of warming up and why it is important for good quality performance | To develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles |
| Games | To be confident and safe in the spaces used to play games To explore and use skills, actions and | To improve the way they coordinate and control their bodies and a range of equipment | To develop the range and consistency of their skills in all games | To develop the range and consistency of their skills in all games | To develop a broader range of techniques and skills for attacking and defending and to | To choose, combine and perform skills more fluently and effectively in |

Community**Respect****Perseverance**

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| | <p>ideas individually and in combination to suit the game they are playing</p> <p>To choose and use skills effectively for particular games</p> | | <p>To improve their ability to choose and use simple tactics and strategies</p> | <p>To keep, adapt and make rules for a range of games</p> <p>To use and adapt tactics in different situations</p> | <p>develop consistency in their skills</p> <p>To choose and apply skills more consistently in all games.</p> | <p>invasion, striking and net games</p> <p>To understand, choose and apply a range of tactics and strategies for defence and attack</p> <p>To use these tactics and strategies more consistently in similar games</p> |
| Evaluative | <p>To move confidently and safely in their own and general space, using change of speed and direction</p> <p>To know that being active is good for them and fun</p> | <p>To recognise good quality in performance</p> <p>To use feedback to improve their work/performance</p> <p>LO9: To show an increasing understanding of skills required in a certain activity</p> | <p>To recognise how their own performance has improved</p> | <p>To recognise aspects of their work which need improving</p> | <p>To choose and use information and basic criteria to evaluate their own and others' work</p> <p>To suggest improvements in their own and others' performances</p> | <p>To evaluate their own and others' work and suggest ways of improvements</p> |
| General/Health | <p>To know how to carry and place equipment</p> <p>To recognise how their body feels when still and when exercising</p> <p>To watch, copy and describe what they and others have done</p> | <p>To improve their work using information they have gained by watching, listening and investigating</p> <p>To recognise and describe what their bodies feel like during different types of activity</p> | <p>To recognise and describe the short term effects of exercise on the body during different activities</p> <p>To know how to improve stamina</p> <p>To begin to understand the importance of warming up</p> | <p>To recognise which activities help their speed, strength and stamina and know when they are important in physical activity.</p> | <p>To understand why exercise is good for their fitness, health and wellbeing</p> | <p>To carry out warm ups safely and effectively and to know why warming up and cooling down are important</p> |