

## Athletics

### **National Curriculum Aims**

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.

### **National Curriculum Statement:**

#### **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.

#### **Objectives:**

#### **Key Stage 1**

Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination;

#### **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.

#### **Lower Key Stage 2**

Become increasingly competent and confident, and access a broad range of opportunities to extend their agility, Balance and coordination

#### **Upper Key Stage 2**

Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success

Learning Outcomes:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Be able to evaluate their performance using time;	Be able to attempt a variety of throwing techniques in order to improve accuracy;	Run at fast, medium and slow speeds, changing speed and direction;	Link running and jumping activities with some fluency, control and consistency;	Understand and demonstrate the difference between sprinting and running for sustained periods;	Choose the best pace for a running event, so that they can sustain their running and improve on a personal target;
Know and understand quicker and slower ways of travelling;	Know and understand how the position of the body affects throwing performance;	Be able to run, jump and throw using a variety of techniques	Make up and repeat a short sequence of linked jumps;	Know and demonstrate a range of throwing techniques;	Show control at take-off in jumping activities;
Develop fundamental movement skills. E.g. hopping, skipping...;	Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination;	Know and understand how altering the movement of any parts of the body during performance affects end results	Take part in a relay activity, remembering when to run and what to do;	Throw with some accuracy and power into a target area;	Show accuracy and good technique when throwing for distance;
Engage in competitive and cooperative physical activities in a range of increasingly challenging situations;	Engage in competitive and cooperative physical Activities in a range of increasingly challenging situations;	Learn to use skills in different ways and link them to make actions	Throw a variety of objects, changing their action for accuracy and distance;	Perform a range of jumps, showing consistent technique and sometimes using a short run-up;	Organise and manage an athletic event well;
	Be able to perform 1:2, 2:2, 2:1 and 1:1 jumps	Develop an understanding of how to improve in different physical activities	Recognize when their heart rate, temperature and breathing rate have changed	Play different roles in small groups;	Understand how stamina and power help people to perform well in different athletic activities;
				Relate different types of activity to different heart rates and body temperatures, and	

	Know and understand how different jumping techniques affect distance travelled;			use some of these activities when warming up;  Compare and contrast performances using appropriate language	Identify good athletic performance and explain why it is good, using agreed criteria
<b>EYFS</b>					
<ul style="list-style-type: none"> <li>• <b>To be able to negotiate space successfully.</b></li> <li>• <b>Children can stand momentarily on one foot when shown</b></li> <li>• <b>Children experiment with different ways of moving.</b></li> <li>• <b>They jump off an object and land appropriately.</b></li> <li>• <b>They negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</b></li> <li>• <b>Children 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.</b></li> <li>• <b><i>Children can travel with confidence and skill around, under, over and through balancing and climbing equipment.</i></b></li> </ul>					

## Dance

### National Curriculum Aims

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.

### National Curriculum:

Key Stage 1		Key Stage 2	
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.		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.	
<b>Objectives:</b>			
Key Stage 1		Lower Key Stage 2	Upper Key Stage 2
Be able to link and perform a series of movements based on an imaginary character;  Develop fundamental movement skills, becoming increasingly competent and confident, and		Know and understand how to maximise personalities by making powerful face and body movement changes;  Become increasingly competent and confident, and access a broad range of	Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement;

access a broad range of opportunities to extend agility, balance and coordination;	opportunities to extend agility, balance and coordination;  Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement;	Become more competent, confident and expert in techniques, and understand what makes a performance effective and how to apply these principles to their own and others work;
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EYFS

- **To be able to negotiate space successfully.**
- **Children can stand momentarily on one foot when shown**
- **Children experiment with different ways of moving.**
- **Children 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.**

## (Fundamental) Games

### **Aims**

The national curriculum for physical education aims to ensure that all pupils:

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### **National Curriculum:**

#### **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.

#### **Objectives:**

#### **Key Stage 1**

Develop fundamental movement skills, becoming increasingly competent and confident;

Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others;

#### **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.

#### **Lower Key Stage 2**

#### **Upper Key Stage 2**

Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.		
<b>EYFS</b>		
<ul style="list-style-type: none"> <li>• They run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• They negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Children 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.</li> <li>• <i>Children show increasing control over an object in pushing, patting, throwing, catching or kicking it.</i></li> <li>• <i>Children can travel with confidence and skill around, under, over and through balancing and climbing equipment.</i></li> </ul>		

## Gymnastics

### **Aims**

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.

### **National Curriculum:**

<b>Key Stage 1</b>		<b>Key Stage 2</b>	
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.		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.	
<b>Objectives:</b>			
<b>Key Stage 1</b>		<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
Develop core movement, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.		Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement	Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequence of movements;



				Enjoy communicating and collaborating;	
Learning Outcomes:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Show basic control and coordination when travelling and when remaining still;	Plan and repeat simple sequences of actions; show contrasts in shape;	Use a greater number of their own ideas for movements in response to a task;	Perform actions, balances, body shapes and agilities with control;	Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed;	Make up longer, more complex sequences, including changes of direction, level and speed;
Choose and link 'like' actions;	Perform a sequence that shows clear change of speed;	Choose and plan sequences of contrasting actions;	Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement;	Choose actions, body shapes and balances from a wider range of themes and ideas;	Develop their own solutions to a task by choosing and applying a range of compositional principles;
Remember and repeat these actions accurately and consistently;	Perform the basic gymnastic actions with coordination, control and variety;	Adapt sequences to suit different types of apparatus and their partner's ability;	Adapt their own movements to include a partner in a sequence;	Adapt their performance to the demands of a task, using their knowledge of composition;	Combine and perform gymnastic actions, shapes and balances;
Find and use space safely, with an awareness of others;	Recognise and describe how they feel after exercise;	Explain how strength and suppleness affect performance;	Understand that strength and suppleness can be improved;	Use basic set criteria to make simple judgements about performances and	Show clarity, fluency, accuracy and consistency in their movements;
Identify and copy the basic actions of gymnasts;	Describe what their bodies feel like during gymnastic activity;	Compare and contrast gymnastic sequences, commenting on Similarities and differences;	Recognise criteria that lead to		
Use words such as rolling, travelling, balancing, climbing;	Describe what they and others have done;				

<p>Make their body tense, relaxed, stretched and curled;</p> <p>Describe what they do in their movement phrases</p>	<p>Say why they think gymnastic actions are being performed well</p> <p>Be able to perform a sequence that flows;</p>	<p>With help, recognise how performances could be improved;</p> <p>Be able to perform a sequence in time with a partner;</p> <p>Know and understand to teach a sequence to a partner;</p> <p>Suggest warm-up activities;</p>	<p>improvement, e.g. <i>changing a level</i>; watch, describe and suggest possible improvements to others' performances;</p> <p>Suggest improvements to their own performance</p> <p>Be able to perform a sequence following a pathway, in time with a partner;</p> <p>Know and understand how to sequence movements that move people together and apart</p> <p>lead a partner through short warm-up routines;</p>	<p>Suggest ways they could be improved</p> <p>Be able to link and perform multiple sequential elements e.g. up to 8</p> <p>understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p>	<p>Say, in simple terms, why activity is good for their health, fitness and wellbeing;</p> <p>Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</p> <p>Be able to link at 3 different levels;</p> <p>Know and understand how to perform at different levels;</p> <p>Be able to link and perform multiple sequential elements e.g. up to 10</p> <p>Be able to adapt an individual sequence to become a group sequence;</p>
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					Understand the importance of warming up and cooling down;
<b>EYFS</b>					
<ul style="list-style-type: none"><li>• Children can stand momentarily on one foot when shown.</li><li>• Children experiment with different ways of moving.</li><li>• They negotiate space successfully.</li><li>• They jump off an object and land appropriately.</li><li>• Children 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.</li></ul>					

## Invasion Games

### **Aims**

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.

### **National Curriculum:**

#### **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.

#### **Objectives:**

#### **Key Stage 1**

#### **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.

#### **Key Stage 1**

#### **Lower Key Stage 2**

Continue to develop fundamental movement skills and become increasingly confident and competent;

#### **Upper Key Stage 2**

Apply and develop a broader range of skills, using them in different ways and linking them to make actions and sequences of movement;

	<p>Apply a broader range of skills, learning how to use them in different ways</p> <p>Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other;</p>	<p>Develop and understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;</p> <p>Further develop and understand resilience and fairness in sports;</p>
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### Learning Outcomes:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Throw and catch with control to keep possession and score 'goals';</p> <p>Pass and dribble with control without opponent;</p> <p>Be able to bounce the ball in the direction of a target;</p> <p>Know and use rules fairly to keep games going;</p>	<p>Play games with some fluency and accuracy, using a range of throwing and catching techniques;</p> <p>Pass and dribble with control under pressure;</p> <p>Find ways of attacking successfully when using other skills;</p> <p>Use a variety of simple tactics for attacking well, keeping possession of the ball as a team,</p>	<p>Pass, dribble and shoot with control in games;</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal;</p> <p>Identify tactics that present opportunities to score goals</p> <p>Mark opponents and help each other in defence;</p> <p>Pick out things that could be improved in</p>	<p>Use different techniques for passing, controlling, dribbling and shooting the ball in games;</p> <p>Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence;</p> <p>Play effectively as part of a team;</p>

		<p>Say when a player has moved to help others;</p> <p>Apply this knowledge to their own play</p> <p>Suggest warm-up activities;</p>	<p>and getting into positions to score;</p> <p>Know the rules of the games;</p> <p>Understand that they need to defend as well as attack;</p> <p>Understand how strength, stamina and speed can be improved by playing invasion games;</p> <p>Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better</p> <p>Be able to move to the correct position in order to attempt to score;</p>	<p>Performances and suggest ideas and practices to make them better</p> <p>To develop their own game and to be able to agree and teach the rules of it;</p> <p>Know how to make games safe;</p> <p>Be able to attempt to intercept</p> <p>Be able to participate in small sided game e.g. 5 a-side</p> <p>Understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p>	<p>Know what position they are playing in and how to contribute when attacking and defending;</p> <p>Recognise their own and others' strengths and weaknesses in games;</p> <p>Suggest ideas that will improve performance</p> <p>Be able to describe an attacking position and a defending position within a game situation;</p> <p>Know and understand positions that help attacking and defending positions within a game;</p> <p>Understand the importance of</p>
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			Lead a partner through short warm-up routines;		warming up and cooling down;
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## Net and Wall Games

### **Aims**

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- 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.

### **National Curriculum:**

#### **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.

### **Objectives:**

#### **Key Stage 1**

Develop fundamental movement skills, becoming increasingly competent and confident;

#### **Lower Key Stage 2**

Know and understand how to position themselves to make defending an area easier;

#### **Upper Key Stage 2**

Continue to apply and develop a broader range of skills, learning how to use them in different ways



<p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others;</p> <p>Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p>	<p>Continue to develop fundamental movement skills and become increasingly confident and competent;</p> <p>Apply and develop a broader range of skills, learning how to use them in different ways</p> <p>Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;</p>	<p>Enjoy communicating, collaborating and competing with each other;</p> <p>Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;</p>
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### Learning Outcomes:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Able to send an object with increased confidence using hand or bat;</p> <p>Moves towards a moving ball to return with hand or bat;</p> <p>Scores points against opposition over a line/net;</p> <p>Selects and applies skills to win points;</p> <p>Chases, stops and controls balls and</p>	<p>Demonstrates basic sending skills in isolation and small games;</p> <p>Tracks the path of ball over a line/net and move towards it;</p> <p>Hits a ball using both hand and racquet with some consistency;</p> <p>Returns a ball coming towards them using hand or racquet;</p>	<p>Attempts to serve to begin a game. E.g. underarm;</p> <p>Plays a continuous game using: throwing and catching or some simple hitting;</p> <p>Keeps count/score of a game;</p> <p>Can play within boundaries;</p> <p>Uses a small range of basic racquet skills;</p>	<p>Explores shots on both sides of the body and attempt with confidence; introduction of forehand and backhand</p> <p>Uses a small range of racquet/hand skills;</p> <p>Works with a partner / small groups to return a served ball;</p> <p>Plays competitively with others and</p>	<p>Plays a range of basic shots on both sides of the body, move feet to hit ball;</p> <p>Plays modified games sending and returning a ball;</p> <p>Plays with others with some flow to the game, keeping track of their own scores;</p> <p>Recognises where they should stand on the court when playing</p>	<p>Uses forehand, backhand and overhead shots with more confidence in games;</p> <p>Makes appropriate choices in games about the best shot to use;</p> <p>Starts games with the appropriate serve;</p> <p>Begins to use full scoring systems;</p>

<p>other objects such as beanbags and hoops;</p> <p>Identifies space to send a ball;</p> <p>Be able to send an object in isolation;</p> <p>Moves towards a moving ball to return it with hand or bat;</p> <p>Be able to demonstrate basic sending skills in isolation;</p>	<p>Plays in a modified game send and returning the ball over a line/barrier;</p> <p>Decides on and play with dominant hand;</p> <p>Be able to send a ball in small games with increased confidence;</p> <p>Tracks the path of a ball over a line/net and moves towards it;</p> <p>Be able to demonstrate sending skills in isolation and basic games;</p>	<p>Moves towards a ball to return over a line/net;</p> <p>Plays over a net;</p> <p>Suggest warm-up activities;</p>	<p>against others in modified games;</p> <p>Uses basic defensive tactics to defend the court i.e. moving to different positions on the court;</p> <p>Chooses ways to send the ball to make it difficult for opponent to return;</p> <p>Suggests and lead warm ups that prepare the body appropriately for net/wall activities;</p> <p>Enjoy communicating, collaborating and competing with each other;</p> <p>Lead a partner through short warm-up routines;</p>	<p>on their own and with others;</p> <p>Applies some control when returning the ball including foot placement, shot selection and aim;</p> <p>Be able to describe their scoring system;</p> <p>Understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p>	<p>Develops doubles play (team play for volleyball);</p> <p>Applies tactics in games effectively;</p> <p>Understand the importance of warming up and cooling down;</p>
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## Outdoor and Adventurous Activities

### **Aims**

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- lead healthy, active lives.

### **National Curriculum:**

#### **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.

### **Objectives:**

#### **Key Stage 1**

#### **Lower Key Stage 2**

Enjoy communicating, collaborating and competing in physical activities in a range of increasingly challenging situations;

#### **Upper Key Stage 2**

Continue to apply and develop a broader range of skills, learning how to use them in different ways;

	<p>Start to develop an understanding of how to improve in different activities, and learn how to evaluate and recognise their own success;</p> <p>Become increasingly competent in a range of skills, and access a broad range of activities;</p> <p>Apply and develop these skills, learning to use them in different ways</p>	<p>Enjoy communicating, collaborating and competing with each other.</p> <p>Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;</p>
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### Learning Outcomes:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Identify where they are by using simple plans and diagrams of familiar environments;</p> <p>Use simple plans and diagrams to help them follow a short trail and go from one place to another;</p> <p>Respond to a challenge or problem they are set;</p> <p>Begin to work and behave safely;</p>	<p>Respond to a challenge or problem they are set;</p> <p>Begin to work and behave safely;</p> <p>Work increasingly cooperatively with others, discussing how to follow trails and solve problems;</p> <p>Recognise that different tasks make their body work in different ways;</p>	<p>Start to plan sensible responses to physical challenges or problems, talking and working with others in their group;</p> <p>Recognise some of the physical demands that activities make on them;</p> <p>Identify parts of the work that were successful;</p>	<p>Choose and perform skills and strategies effectively;</p> <p>Find solutions to problems and challenges;</p> <p>Respond when the task or environment changes and the challenge increases;</p> <p>Plan, implement and refine the strategies they use;</p>

		<p>Work increasingly cooperatively with others, discussing how to follow trails and solve problems;</p> <p>Recognise that different tasks make their body work in different ways;</p> <p>Comment on how they went about tackling tasks</p> <p>Be able to devise different methods of communication;</p>	<p>Comment on how they went about tackling tasks</p> <p>Be able to devise different methods of communication;</p>	<p>Respond to feedback on how to go about their work differently</p> <p>Respond to feedback on how to go about their work differently</p> <p>Work on some tasks independently</p> <p>Complete activities with increasing confidence</p>	<p>Adapt the strategies as necessary;</p> <p>Work increasingly well in a group or in a team where roles and responsibilities are understood;</p> <p>Prepare physically and organisationally for challenges they are set, taking into account the group's safety;</p> <p>Identify what they do well, as individuals and as a group;</p> <p>Suggest ways to improve individuals and as a group</p> <p>Work independently</p> <p>Complete activities with confidence and competence</p>
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## Striking and Fielding Games

### **Aims**

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- 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.

### **National Curriculum:**

Key Stage 1		Key Stage 2	
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.		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.	
Objectives:			
Key Stage 1		<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
		Apply and develop a broader range of skills, learning how to use them in different ways;  Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and	Continue to develop fundamental movement skills and become increasingly competent and confident;  To know and understand the tactics in a range of striking and fielding games. E.g. in

	<p>enjoying communicating and collaborating and competing with each other;</p> <p>Start to develop and understand how to improve, and learn to evaluate and recognise their own success;</p>	<p>cricket multiple fielders attempt to stop the batter's play;</p> <p>Apply and develop a broader range of skills, learning how to use them in different ways;</p> <p>Be able to engage in competitive and cooperative activities in a range of increasingly challenging situations, and enjoying communicating, collaborating and competing with each other;</p>
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### Learning Outcomes:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Use a range of skills, <i>e.g. throwing, striking, intercepting and stopping a ball</i>, with some control and accuracy;</p> <p>Continue to develop fundamental movement skills and become increasingly competent and confident;</p> <p>To understand the need for tactics;</p>	<p>Use a range of skills, <i>e.g. throwing, striking, intercepting and stopping a ball</i>, with good control and accuracy;</p> <p>Choose and vary skills and tactics to suit the situation in a game;</p> <p>Carry out tactics successfully;</p>	<p>Strike a bowled ball with some accuracy; use a range of fielding skills, <i>e.g. catching, throwing, bowling, intercepting</i>, with growing control and consistency;</p> <p>Work collaboratively in pairs, group activities and small-sided games;</p> <p>Use and apply the basic rules consistently and fairly;</p>	<p>Strike a bowled ball with precision ball; use a range of fielding skills, <i>e.g. catching, throwing, bowling, intercepting</i>, with growing control and consistency;</p> <p>Continue to work collaboratively in pairs, group activities and small-sided games;</p>

		<p>To be able to pass and catch within pairs;</p> <p>Know and understand rules of the game;</p> <p>Set up small games;</p> <p>Explain what they need to do to get ready to play games;</p> <p>Suggest what needs practising;</p> <p>Know and understand how hitting the ball further increases the chances of running further distances;</p> <p>Suggest warm-up activities;</p>	<p>To be able to pass and catch within a small team;</p> <p>Know rules and use them fairly to keep games going;</p> <p>Carry out warm ups with care and an awareness of what is happening to their bodies;</p> <p>Describe what they and others do that is successful;</p> <p>Be able to bat and run to distance bases;</p> <p>Lead a partner through short warm-up routines;</p>	<p>Recognise the activities and exercises that need including in a warm up;</p> <p>Identify their own strengths and suggest practices to help them improve;</p> <p>Know and understand how to score points;</p> <p>Start to develop an understanding of how to improve, and learn to evaluate and recognise their own success;</p> <p>Be able to score points by hitting a ball and running safely to the target;</p> <p>Know that it is advantageous to attempt to strike a batter 'out';</p>	<p>Continue to use and apply the basic rules consistently and fairly;</p> <p>Understand and implement a range of tactics in games with success;</p> <p>Deliver a specific warm up to a small group of peers;</p> <p>Identify their own and others strengths and suggest practices to help them improve;</p> <p>Understand the importance of warming up and cooling down;</p>
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				<p>Understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p>	
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## Throwing and catching/ball skills

### National Curriculum Aims

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.

### National Curriculum:

Key Stage 1	Key Stage 2	
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.	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.	
<b>Objectives:</b>		
Key Stage 1	Lower Key Stage 2 (Year 3)	Upper Key Stage 2
To use hand eye co-ordination to control a ball. To be able to send and receive different objects, targeting the receiver's hands. To be able to use different types of passes. Understand techniques for dribbling and passing. Catch a ball at different heights.	Develop the ability to control a ball while moving, throwing and catching it.  Throw and catch with increasing control and accuracy.	

Understand the rules of sports games and demonstrate learnt techniques.	<p>Develop and demonstrate a variety of throwing and catching techniques e.g. underarm throw.</p> <p>Understand rules of ball games and apply tactics.</p>	
<b>EYFS</b>		
<ul style="list-style-type: none"> <li>Children can catch a large ball.</li> <li><i>Children show increasing control over an object in pushing, patting, throwing, catching or kicking it.</i></li> </ul>		