

Physical Education Scheme of Work

The national curriculum 2014 states that:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

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 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.

Pupils should be taught to:

- use running, jumping, throwing and catching 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 athletics and gymnastics]
- 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
- 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.

The chart on the following page shows the progression in physical education skills across Key Stage 2. Pupils will receive the following curriculum opportunities in order to develop their skills:

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3 and 4	Swimming Football, Tag Rugby, Netball, Hockey Indoor gym/dance Orienteering	Football, Tag Rugby, Netball, Hockey Indoor gym/traditional dance/game skills	Football, Tag Rugby, Netball, Hockey Indoor gym/dance/ Benchball/game skills	Football, Tag Rugby, Netball, Hockey Indoor gym/dance/skipping Cross country	Athletics, Rounders, Tennis, Cricket, Golf, Indoor gym/dance/skipping	Swimming Athletics, Rounders, Tennis, Cricket Outdoor PE
5 and 6	Swimming Football, Tag Rugby, Netball, Hockey Indoor gym/dance	Football, Tag Rugby, Netball, Hockey Indoor gym/dance/ game skills	Football, Tag Rugby, Netball, Hockey Indoor gym/dance/ball game skills	Football, Tag Rugby, Netball, Hockey Indoor gym/dance/ Badminton, Cross country, Outdoor adventurous activities Y5	Athletics, Rounders, Tennis, Cricket, Golf Indoor gym/dance/skipping	Swimming Athletics, Rounders, Tennis, Cricket, Outdoor PE Outdoor adventurous activities Y6

Physical Education – progression in skills across Key Stage 2

Focus	Emerging	Developing	Competent
<p>Gymnastics</p> <p>At all stages, pupils work effectively with a partner or in a small group.</p> <p>At all stages pupils learn from watching others and use what they have seen to improve performance.</p>	<p>Pupils can perform simple:</p> <ul style="list-style-type: none"> • shapes, balances, rolls and jumps • sequences • travels <p>on the floor and on apparatus.</p> <p>Pupils are beginning to improve the quality of their shapes and movements.</p>	<p>Pupils can perform more complex:</p> <ul style="list-style-type: none"> • shapes, balances, rolls and jumps • sequences • travels <p>on the floor and on apparatus, linking movements together with control and poise.</p> <p>Pupils include hand apparatus in their sequences.</p> <p>Pupils reflect on the quality of their shapes and movements and make improvements.</p>	<p>Pupils can confidently perform complex:</p> <ul style="list-style-type: none"> • shapes, balances, rolls and jumps • sequences • travels <p>on the floor with hand apparatus and on all types of gym equipment, creatively linking ideas together.</p> <p>Pupils reflect on, and seek to, improve the quality of their shapes and movements.</p>
<p>Team Games</p> <p>At all stages pupils work effectively as part of a team and show a positive attitude to winning and losing.</p> <p>Pupils understand the importance of warming up and cooling down.</p>	<p>In Invasion games:</p> <p>Pupils can travel with a ball and stop the ball.</p> <p>They use good passing and receiving techniques.</p> <p>They use rules and adapt tactics in different situations</p> <p>Pupils are beginning to apply the skills they've learnt to a game.</p> <p>In Striking, Fielding and Net games:</p> <p>Pupils are beginning to develop accurate throwing and catching skills.</p> <p>Pupils are beginning to improve the range and consistency of fielding and batting skills.</p> <p>They can hold a racket so they can hit a ball to a partner.</p>	<p>In Invasion games:</p> <p>Pupils use and adapt tactics such as creating space and communicating in different games situations.</p> <p>They practise a range of techniques for changing direction.</p> <p>They play as part of a team, choosing tactics for defence and attack.</p> <p>In Striking, Fielding and Net games:</p> <p>Pupils have increasingly accurate and consistent underarm and over arm throwing and catching skills.</p> <p>They are increasingly consistent with bowling and batting skills.</p> <p>Pupils use a range of tactics when fielding.</p> <p>They can hold a racket and hit a ball to a partner using forehand and backhand strokes.</p> <p>They can hold a rally for at least 5 shots.</p>	<p>In Invasion games:</p> <p>Pupils have accurate passing and receiving skills.</p> <p>Pupils understand and apply a range of tactics and strategies for defence and attack.</p> <p>They play as part of a team using skills effectively.</p> <p>In Striking, Fielding and Net games:</p> <p>Pupils have accurate and consistent underarm and over arm throwing and catching skills</p> <p>They can bowl and bat with accuracy.</p> <p>They choose and use a range of tactics when fielding</p> <p>They use a racket to return a ball to a partner over a net.</p> <p>They keep a rally going for a sustained period and use volleys.</p>
<p>Athletics</p> <p>At all stages pupils can explain what is successful and what they could do to perform better.</p> <p>Pupils have opportunities to compete competitively.</p>	<p>Pupils throw with increasing accuracy and coordination into targets.</p> <p>They use different running techniques, speeds and effort to meet challenges set.</p> <p>Pupils use different techniques for jumping.</p>	<p>Pupils demonstrate good over arm throwing techniques and improve the distance that they can throw.</p> <p>They demonstrate different styles and combinations of jumping, showing control, coordination and consistency.</p> <p>Pupils run consistently and smoothly at different speeds, competing as teams in relays.</p> <p>Pupils can sustain pace over longer distances.</p>	<p>Pupils run consistently and smoothly at different speeds according to the distance set.</p> <p>Pupils throw over arm with control, accuracy and efficiency</p> <p>Pupils demonstrate different jumps showing power control and consistency at take-off and landing.</p>
<p>Dance</p> <p>At all stages pupils respect and appreciate the performance of others.</p>	<p>Pupils respond to music and perform simple sequences of movement at different levels.</p> <p>Pupils know at least 2 traditional dances.</p>	<p>Pupils put together a sequence of movements to fit appropriately to a piece of music.</p> <p>Pupils reflect on their own and others' performance and suggest improvements.</p>	<p>Pupils are able to choreograph a sequence of movements at different levels to reflect their response to a piece of music.</p> <p>Pupils appreciate different styles of dance and recognise their importance to different cultures and traditions.</p>
<p>Outdoor/ Adventurous Activities</p> <p>Pupils are encouraged to take managed risks and challenge themselves.</p>	<p>Pupils meet the challenges effectively in teams.</p> <p>They choose sensible skills and approaches for the challenges set.</p> <p>Pupils work with increasing confidence and accuracy when guiding and being guided around a simple obstacle course.</p>	<p>Pupils orientate themselves and move with increasing confidence and accuracy when following a simple orienteering course.</p> <p>They use skills with control in problem solving activities.</p> <p>They undertake challenging activities and support others to try new things.</p>	<p>Pupils read maps and plans accurately, recognising symbols and features.</p> <p>They record information accurately and use orienteering conventions.</p> <p>Pupils successfully apply their skills and understanding to new challenges and environments.</p> <p>Pupils use physical and teamwork skills well in problem solving activities, supporting each other.</p>
<p>Swimming</p>	<p>Pupils enjoy being in the water and are confident to get their face wet.</p> <p>They can swim a width, rarely putting their feet on the floor.</p> <p>They can get from one side to the other using a flotation device.</p> <p>They understand water can be hazardous and how to behave near water environments.</p>	<p>Pupils can swim 25 metres using a recognised swimming stroke.</p> <p>They can use a range of strokes effectively.</p> <p>They understand about water safety and know what to do when someone is in difficulty.</p>	<p>Pupils can swim 50 metres using a recognised stroke.</p> <p>They can swim 25 metres in at least one other recognised swimming stroke.</p> <p>Pupils understand water safety and can perform safe self-rescue in different water-based situations.</p>

