



PE

Curriculum

2021-22

Northbourne CE Primary School
Cockcroft Road,
Didcot
OX11 8LJ

Physical Education Curriculum

'Intelligence and skill can only function at their peak of their capacity when the body is healthy and strong' – John F Kennedy

'Physical fitness is the first requisite of happiness' - Joseph Pilates

'Exercise is the key not only to physical health but to peace of mind' - Nelson Mandela

1. The aims of our PE curriculum

At Northbourne, PE is of fundamental importance within our broad and balanced curriculum. We believe a high quality PE curriculum does so much more than ensuring all child are physically active within the school week; we understand that the benefits and advantages of high quality provision for PE and sport are wide-ranging. This belief underpins the aims of our planned and taught curriculum, which supplement and expand on those outlined in the National Curriculum:

- To help pupils develop an enjoyment of physical activity, appreciating the importance of exercising. We aim to ensure every child can find an activity they enjoy, and can continue to enjoy, as they grow and develop;
- For children to learn and master fundamental motor skills that will allow them to develop confidence in, and enjoyment of, their physical abilities;
- To ensure pupils develop muscular and cardiovascular endurance, strength, balance and flexibility;
- To provide pupils with opportunities to be co-operative and competitive, addressing and resolving challenges as individuals and groups;
- For pupils to develop stamina and resilience in their physical abilities, persevering when activities are challenging to build skill and strength over time;
- To develop every child's understanding of the benefits of staying healthy, including the impact that exercise and physical activity has on mental health, well-being, and the management of anxiety and stress;
- To ensure all pupils are able to swim 25 metres by the end of Y6, with the knowledge of how to remain safe in and around water.

Our curriculum is in line with

We agree with the 2019 Ofsted report, *Obesity, Healthy Eating and Physical Activity in Primary Schools* when it says that the best PE teaching includes "lots of opportunities to get 'out of breath'!"

2. The structure of our PE curriculum

At Northbourne, pupils are taught PE by their class teachers. PE Premium funding is used to employ a part-time PE Technician, a specialist TA-level employee who works alongside teachers to jointly plan and deliver lessons. This approach allows teachers to have ongoing professional development, specifically around teaching more technical aspects of PE and sport, and maximises the time that pupils can spend engaged in activity during their PE lessons by ensuring a member of staff can set up and clear away PE equipment.

Pupils from Y1 upwards take part in two hours of taught PE every week; one hour of PE is taught in Reception, with other physical activity built into daily continuous provision.

The taught curriculum for Reception is based on broad skills-based teaching– for example, ball skills, throwing and catching and dance – intended to develop “core strength, stability, balance, spatial awareness, co-ordination and agility”, as outlined in the EYFS Educational Programmes. These areas form the foundations for pupils to make further progress with physical skills as they move through school.

In Key Stage One, one hour of teaching each week continues to focus on developing key skills that will underpin later performance in games – for example, ball skills to develop hand-eye co-ordination and athletics to develop speed, agility and strength. The second hour focuses on building fitness, through activities including circuits and skipping. In addition, throughout each of Y1 and Y2, one hour each half term is spent on Dance and one on gymnastics.

As pupils move into Key Stage Two, they build on the foundations from Reception and Key Stage One by learning skills, rules and tactics associated with specific sports. Pupils are taught three core sports repeated every year: football, netball/basketball and tag rugby. Swimming, dance and athletics are also taught for a half-term every year. Building fitness continues to be a focus, with 4 fitness-based units each year. Outdoor and adventurous activities, gymnastics, cricket/rounders (batting and fielding games) and tennis (net/wall games) are taught once each in each age phase ie once in Y3/4 and once in Y5/6.

2a. Swimming

In Key Stage Two, pupils swim for a block of 5 one-hour sessions each year (so, four times during their time at school). Sessions are led by trained swimming instructors, contracted on behalf of school by GLL Leisure, and supported by class teachers and our PE Technician, who has relevant up-to-date training. Our instructors keep assessment records and ensure these are passed back to class teachers to allow attainment to be analysed.

2b. PE Kit

Children are asked to attend school in their PE kits on the days of their PE lessons. By removing changing time, the full timetabled hour of PE can focus on physical activity. Our PE kit consists of:

- Green PE t-shirt with school logo
- Black or grey shorts OR black or grey jogging bottoms (especially for outdoor PE in the winter)
- A hooded jumper or zipped top (of any colour) (especially for outdoor PE in the winter)
- Trainers

2c. Assessment

Teachers use our skills progression to identify which pupils are attaining in line with age-related expectations during each unit of PE taught during the year, and use this to form a picture of a child’s overall attainment in PE at the end of each year. The fundamental skills and fitness benchmarks included below supplement this, giving clear milestones for pupils to aim for as they move through school.

3. Competitive sport

As we return to normal after the pandemic, we will renew our aspiration to ensure every child is able to compete in a sporting competition during their time at Northbourne. In the past, tournaments and events run in partnership with the other Didcot schools have included Sports Hall Athletics, Cricket, Tag Rugby, netball and football. Our after-school clubs also compete in local leagues.

4. Progression in knowledge and skills

Early Years		
<p>Nursery:</p> <p>Continue to development movement, balancing, riding and ball skills.</p> <p>Go up stairs and steps, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose.</p> <p>Use and remember sequences and patterns of movement related to music and rhythm.</p> <p>Match developing physical skills to tasks and activities, for example deciding whether to crawl, walk or run across a plank depending on its length and width.</p>	<p>Reception:</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Develop the overall body strength, co-ordination, balance, and agility.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	
Key Stage One	Lower Key Stage Two	Upper Key Stage One
Swimming	<p>Pupils are taught to:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres;</p> <p>Use a range of strokes effectively (front crawl, backstroke and breaststroke);</p> <p>Perform safe self-rescue in different water-based situations.</p>	

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Gymnastics	<p>Perform basic gymnastic actions: travelling, rolling, jumping;</p> <p>Move using changes of speed, level and direction with increased control;</p> <p>Combine different ways of travelling, exploring different movements and shapes;</p> <p>Create linked movement phrases with a beginning, middle and end;</p> <p>Combine travel, balance and stiffness on floor and apparatus into simple sequences, moving smoothly from one position to another;</p> <p>Increase agility, balance and coordination.</p>	<p>Perform a range of actions with consistency, fluency and clarity of movement;</p> <p>Use a wide range of movements, varying and combining spatial patterns, speed, tension and continuity, working individually, with a partner and in a group;</p> <p>Create sequences that meet a theme or criteria, with a clear, beginning, middle and end and which include changes of level, speed and direction, on the floor and on apparatus;</p> <p>Combine different ways of using shape, balance or travel on floor and apparatus and link them to make sequences of movement;</p> <p>Increase flexibility, strength, control, technique and balance.</p>	<p>Perform a range of actions with consistency, fluency, clarity of movement and a sense of rhythm;</p> <p>Create longer sequences including varied level speed, direction and pathways, on the floor and on apparatus, individually and in a group;</p> <p>Further increase flexibility, strength, control, technique and balance.</p>
Dance	<p>Respond imaginatively to a range of stimuli, performing dances that express and communicate mood, ideas and feelings;</p> <p>Move confidently, changing speed, level and direction;</p> <p>Perform dance phrases using different body parts and actions with control and accuracy;</p> <p>Create linked movements including different ways of travelling, with beginnings, middles and ends;</p> <p>Learn, remember and repeat short dance phrases with greater control and spatial awareness.</p>	<p>Explore and create characters and narratives in response to stimuli;</p> <p>Use a range of movement patterns accurately, fluently, consistently and with control, alone and with a partner;</p> <p>Perform dance phrases using canon, unison, repetition, action – reaction and question – answer;</p> <p>Combine spatial patterns, speed, tension and continuity into dance patterns when working with a partner and group;</p> <p>Maintain quality of performance when performing at the same time as a partner.</p>	<p>Explore, practise and refine movement patterns, including those inspired by a stimulus;</p> <p>Use a range of movement patterns accurately, fluently, consistently and with increasing control, alone and with a partner;</p> <p>Perform a range of dance phrases with rhythm, clarity, precision and confidence;</p> <p>Create and structure dance motifs, phrases and sections of dances, developing expressive qualities;</p> <p>Maintain quality of performance when performing at the same time as a larger group.</p>
Football	<p>Master techniques to send and receive a ball;</p> <p>Use increasingly accurate co-ordination to control a ball with the feet, including not needing to look at the ball when moving;</p> <p>Dribble and pass with accuracy.</p>	<p>Move a ball, keeping it under control when changing direction;</p> <p>Pass / send a ball with increasing accuracy and at different speeds / with different power, and receive a ball with control;</p> <p>Shoot at a target with some success;</p> <p>Use basic principles for attacking and defending – finding space (attacking), challenging a player in possession (defending)</p>	<p>Develop further control and confidence whilst performing skills at speed, including changing speed and direction to get away from an attacker;</p> <p>Keep possession of the ball when faced with an opponent;</p> <p>Shoot at a target, varying speed and power depending on distance;</p> <p>Use basic principles for attacking – a variety of tactics to keep possession – and defending – marking, covering and tracking opponents as appropriate;</p> <p>Understand the positions in a team and the roles each player plays.</p>

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Netball	<p>Master basic receiving techniques by anticipating and reacting to catch a ball from a throw, including at different heights;</p> <p>Develop accurate throwing skills, enabling a ball to be sent to a partner by targeting the receivers hands;</p> <p>Watch a ball when trying to catch it.</p>	<p>Pass the ball accurately using a range of techniques, and start to select passes that keep possession;</p> <p>Receive the ball with control, including at different heights;</p> <p>Shoot and score with increasing accuracy, using an increasingly refined technique;</p> <p>Use tactics, finding and using space to keep possession, shoot / score, and to make it difficult for opponents;</p> <p>Begin to support teammates by getting into good positions to pass, receive and shoot the ball.</p>	<p>Use variety of tactics to keep possession of the ball, applying the principles of attacking;</p> <p>Use defending principles in game situations, including marking, tracking and covering to gain possession;</p> <p>Increase accuracy and confidence of passing and shooting skills;</p> <p>Keep possession by thinking about moving towards the goal, different positions, and the use of space;</p> <p>Begin to understand and use the rules of netball (High 5).</p>
Basketball	<p>Master basic receiving techniques by anticipating and reacting to catch a ball from a throw, including at different heights and from a bounce;</p> <p>Develop accurate throwing skills, enabling a ball to be sent to a partner by targeting the receivers hands;</p> <p>Watch a ball when trying to catch it.</p>	<p>Pass, shoot and receive a ball with increasing accuracy, control and success, and pass in different ways – high, low, fast, slow.</p> <p>Dribble with the ball, keeping it under control when changing direction.</p> <p>Find and make space when trying to receive and keep possession of the ball, starting to take up spaces that make it more difficult for opponents.</p>	<p>Pass, dribble and shoot with increasing accuracy, confidence, control and speed.</p> <p>Use defending principles including marking, tracking, covering to gain possession.</p> <p>Use attacking principles – work effectively with a team to keep possession of a ball when faced with opponents.</p> <p>Develop tactical skills by showing good awareness of others in game situations, choosing formations that suit the game.</p>
Rugby	<p>Aim a variety of balls accurately, and use accurate catching skills, including starting to catch while moving;</p> <p>Improve skills when moving with a ball in two hands.</p>	<p>Pass a rugby ball effectively (backwards), catching successfully and developing skills while moving;</p> <p>Run with a team in a line, moving forward to attack</p>	<p>Pass and catch the ball effectively when running at different speeds;</p> <p>Keep control of the ball when running and passing, ensuring passing is accurate;</p> <p>Understand and use defensive duties in tag rugby, including how to score.</p>
Cricket / Rounders	<p>Target a receiver's hand when throwing.</p> <p>Know how to throw overarm, underarm and bounce pass.</p> <p>Catch a ball from a throw, watching a ball when trying to catch it and catching a ball at different heights.</p> <p>Stop, trap or catch a ball when on the move.</p> <p>Strike a ball from a tee.</p>	<p>Secure technique for throwing overarm, being able to do so with increasing confidence.</p> <p>Intercept and stop a ball consistently.</p> <p>Hit a ball using both cricket and rounders bats with increasing confidence.</p>	<p>Bowl at different speeds using overarm technique, varying speed and length of delivery.</p> <p>Retrieve, intercept and stop a ball with accuracy, confidence and control, including when a ball is travelling at speed.</p> <p>Hit the ball when bowled at varying speeds, heights and from different directions, thinking of tactics needed to score more runs.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tennis</p>	<p>Catch a ball from a throw and on a bounce.</p> <p>Develop anticipation and reaction when working with balls.</p> <p>Stop, trap or catch a ball when on the move.</p> <p>Strike a ball from a tee.</p>	<p>Hit a ball towards a target, including by using a basic forehand action with control and accuracy.</p> <p>Throw, send and hit a ball into space at different heights and speeds, making it difficult for an opponent.</p> <p>Start to be able to keep a rally going, initially using forehand strokes.</p>	<p>Hit a ball with varying speed, height and direction, using both forehand and backhand strokes with increasing control.</p> <p>Be able to direct a ball into the opponent's court or target area.</p> <p>Adopt a good ready position and begin to show good positioning within the court.</p> <p>As well as effective stroke, start to consider and use good footwork that allows the ball to be hit with good technique.</p> <p>Identify space and understand the tactic of hitting into gaps.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Athletics</p>	<p>Vary speed while running and be able to change direction;</p> <p>Start to be able to vary technique to run for speed and run for distance;</p> <p>Hop, travel and land safely on two feet;</p> <p>Use best techniques for jumping for distance, using arms and developing balance;</p> <p>Be able to use different techniques for throwing for distance;</p> <p>Start to be able to hurdle an obstacle while maintaining running style.</p>	<p>Understand the need to judge pace when running over an increased distance, choosing an appropriate speed to match demands of the task (1/2 mile benchmark distance);</p> <p>Show increasing coordination when jumping for distance: bending knees, swinging arms, pushing up and forward, then landing on two feet;</p> <p>Use a throwing action with increased control, understanding some ways to increase distance and ways to increase accuracy;</p> <p>Hurdle an obstacle while maintaining running style.</p>	<p>Understand and apply appropriate pace judgement allowing increasing distance to be covered (1 mile benchmark distance), and use appropriate technique for running for speed;</p> <p>Understand and apply appropriate throwing techniques when using different equipment: pull (javelin), push (shot put) and fling (discus);</p> <p>Understand and apply appropriate jumping techniques for long jump and triple jump: use of arms for propulsion and use of momentum from a run up.</p>

5. Key benchmarks and measures:

Fundamental Movement Skills

We believe that these fundamental movement skills are crucial milestones in the physical development of a child. When a child is confident and competent with these skills, they can develop sport-specific and more complex movement skills to support their health and fitness. The table below shows when we expect most pupils to master each skill, acknowledging that some children may master these sooner or need further support.

Key Stage One	Lower Key Stage Two	Upper Key Stage One
<p>Line balance: Walking along a line slowly and carefully, keeping feet on the line.</p> <p>Dodge: A zig-zag movement between cones placed 5 metres apart.</p> <p>Hop: Hopping over distance and landing on the same foot, with both left and right leg.</p> <p>Jumping for distance: Taking off and landing on two feet.</p> <p>Jumping for height: Taking off and landing on two feet to reach as high as possible up a wall.</p> <p>Catch: Medium sized ball, two hands, thrown from 2 metres.</p> <p>Over-arm throw: Using a tennis ball with appropriate technique.</p> <p>Under-arm throw: Using a tennis ball with appropriate technique.</p>	<p>Balance on one foot: Stand on each leg, one at a time, for ten seconds each</p> <p>Climb: To the top of the wall bars and back down, with control</p> <p>Forward roll: Roll forward onto shoulders, following onto back and through</p> <p>Side step: Feet facing front, moving sideways</p> <p>Skip: 50 metres at an appropriate speed</p> <p>Sprint run: 50 metres with effective technique</p> <p>Kick: Run to ball and kick as high and fast as possible (using top of the foot)</p> <p>Chest pass: Netball sized ball passed accurately over 2 metres</p>	<p>Continuous loop: Two cones 10 metres apart – leap from one as far as possible to the other continuously.</p> <p>Foot dribble: Between a slalom of cones with gaps larger than 1 metre, using both feet</p> <p>Drop kick (punt): Use drop-kick to kick the ball as far as possible</p> <p>Dribble: Between a slalom of cones with gaps larger than 1 metre, using both hands</p> <p>Two-handed strike: Two hands on a bat, hitting horizontally off a hitting tee</p>

Fitness benchmarks

We use these benchmarks, developed from Rising Stars Champions, as assessment points each year. While we know our pupils will reach these benchmarks at different times during their childhood, they allow staff to consider how our planned curriculum is helping pupils develop their strength and fitness as they move through school.

Shuttle Run <i>Time</i>		Push Ups <i>Reps</i>		Sit Ups <i>Reps</i>		Standing Long Jump <i>Cm jumped</i>		Sit and Reach <i>Cm stretched</i>		Distance Walk / Run <i>Time</i>		
Two cones 10 metres apart with a beanbag opposite the starting cone. Sprint to get each bean bag in turn, bringing each back to the starting point. Two trials with best speed recorded.		Arms shoulder-width apart and at right angles to the body, body lowered until there is a 90 degree angle at the elbows and upper arms parallel to the floor. Ideally push ups are completed to a metronome beat of three seconds per push up.		Partner anchors feet to the ground, arms crossed across the chest; trunk raised so elbows touch thighs and then lowered back to the floor. Sit Ups in 1 minute are recorded.		Jump from two-foot take-off with two-foot landing. Arms swung to generate power. Three jumps taken with best one recorded; nearest point of contact in landing from take-off used as measure.		With shoes removed, child sits on floor with soles against a box. With palms downwards and hands on top of each other, reach as far forward as possible and measure reach past toes (best attempt of three when holding for a few seconds).		¼ mile for Y1 and 2 ½ mile for Y3 and 4 1 mile for Y5 and 6		
<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	
Y1	12.5 – 14s	13 – 15s	4 – 7	5 – 7	19 – 28	19 – 28	92 – 121	100 – 128	0 – 5	4 – 13	02:03 – 02:27	01:56 – 02:17
Y2	12 – 13.5s	12.5 – 14.5s	6 – 12	6 – 12	24 – 33	22 – 31	105 – 129	115 – 137	0 – 5	5 – 9	01:55 – 02:17	01:56 – 02:17
Y3	11.5 – 13s	12.5 – 14.5s	7 – 14	7 – 14	28 – 36	25 – 35	115 – 139	115 – 139	0 – 5	4 – 9	03:49 – 04:38	04:19 – 05:09
Y4	11.5 – 13s	11.5 – 13.5s	8 – 15	8 – 16	29 – 38	27 – 36	121 – 152	115 – 145	0 – 6	4 – 11	03:45 – 04:27	04:13 – 05:04
Y5	11 – 12.5s	11.5 – 13.5s	10 – 20	9 – 17	32 – 41	27 – 36	130 – 160	120 – 152	0 – 6	4 – 11	08:19 – 10:19	9:12 – 10:45
Y6	10.5 – 12s	11.5 – 12.5s	12 – 24	9 – 17	34 – 43	29 – 39	130 – 165	120 – 159	0 – 8	6 – 13	08:00 – 10:07	08:00 – 10:07

6. Long-term curriculum map, 2021-23

	2021-22						2022-23					
	T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6
Reception	Me and Myself	Movement Development	Dance	Throwing and Catching	Ball Skills	Fun and Game	Me and Myself	Movement Development	Dance	Throwing and Catching	Ball Skills	Fun and Games
Key Stage One	Multi-Skills	Ball Skills	Dance	Gymnastics	Active Athletics	Active Athletics	Multi-Skills	Ball Skills	Dance	Gymnastics	Active Athletics	Active Athletics
	Boot Camp	Mighty Movers	Skip to the Beat	Throwing and Catching	Cool Core	Fitness Frenzy	Boot Camp	Mighty Movers	Skip to the Beat	Throwing and Catching	Cool Core	Fitness Frenzy
Owls	Basketball/ Netball	Outdoor / adventurous activity	Swimming	Football	Rugby	Rounders / Cricket	Basketball/ Netball	Gymnastics	Swimming	Football	Rugby	Tennis
	Boot Camp	Mighty Movers	Fitness Frenzy	Dance	Gymfit Circuits	Athletics	Boot Camp	Mighty Movers	Fitness Frenzy	Dance	Gymfit Circuits	Athletics
Falcon	Football	Outdoor / adventurous activity	Dance	Gymfit Circuits	Basketball/ Netball	Rounders / Cricket	Football	Gymnastics	Dance	Swimming	Basketball/ Netball	Tennis
	Boot Camp	Mighty Movers	Fitness Frenzy	Rugby	Swimming	Athletics	Boot Camp	Mighty Movers	Fitness Frenzy	Rugby	Gymfit Circuits	Athletics
Hawks	Football	Outdoor / adventurous activity	Dance	Basketball/ Netball	Rugby	Rounders / Cricket	Football	Gymnastics	Dance	Basketball/ Netball	Swimming	Tennis
	Boot Camp	Mighty Movers	Fitness Frenzy	Swimming	Gymfit Circuits	Athletics	Boot Camp	Mighty Movers	Fitness Frenzy	Rugby	Gymfit Circuits	Athletics
Kites	Swimming	Football	Dance	Athletics	Rugby	Rounders / Cricket	Swimming	Football	Dance	Athletics	Rugby	Tennis
	Basketball/ Netball	Boot Camp	Fitness Frenzy	Gymnastics	Mighty Movers	Skip to the Beat	Boot Camp	Basketball/ Netball	Fitness Frenzy	Outdoor / adventurous activity	Mighty Movers	Skip to the Beat
Eagles	Football	Swimming	Dance	Athletics	Rugby	Rounders / Cricket	Football	Swimming	Dance	Athletics	Rugby	Tennis
	Boot Camp	Basketball/ Netball	Fitness Frenzy	Gymnastics	Mighty Movers	Skip to the Beat	Boot Camp	Basketball/ Netball	Fitness Frenzy	Outdoor / adventurous activity	Mighty Movers	Skip to the Beat
Kestrels	Football	Swimming	Dance	Athletics	Rugby	Rounders / Cricket	Football	Swimming	Dance	Athletics	Rugby	Tennis
	Boot Camp	Basketball/ Netball	Fitness Frenzy	Gymnastics	Mighty Movers	Skip to the Beat	Boot Camp	Basketball/ Netball	Fitness Frenzy	Outdoor / adventurous activity	Mighty Movers	Skip to the Beat

7. The National Curriculum for PE

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

Early Years: Physical Development, Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Key Stage One

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 others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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.

Key Stage Two

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 recognize 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, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best