

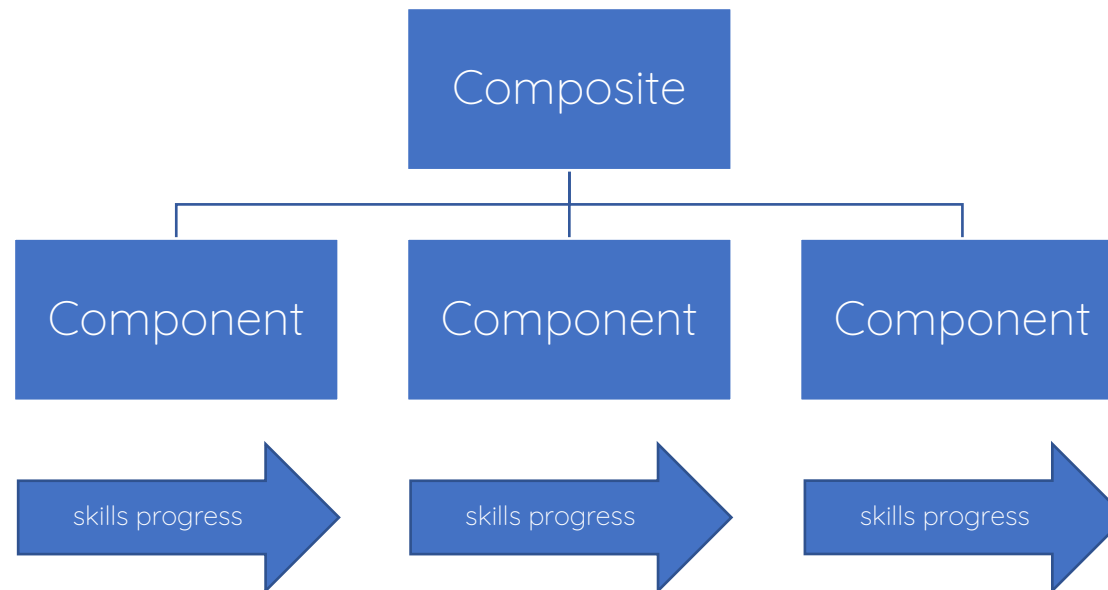
PE

CURRICULUM FRAMEWORK FOR KEY STAGE 1 AND 2

Subject leaders need to ensure that there is clear progression through each year group towards the national curriculum requirements for their subject. This will ensure that there is a clear year-on-year acquisition of key knowledge as well as skills.

The National Curriculum is the top-level 'composite' outcomes but not the curricular components to get there – the intent. This document shows the subject progress through different components, highlighted in bold. Each component has a skill set that shows progress through each key stage.

The framework document also provides further planning opportunities for planning resources, texts, cross-curricular opportunities and cultural capital opportunities for your individual school.



PE – Key Stage 1				
National Curriculum	Pupils should be taught to:		Swimming and water safety	
	<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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 		<p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	
	Year 1	Year 2		
Developing skills	<ul style="list-style-type: none"> • copy actions • repeat actions and skills • move with control and care • carry and place equipment safely 	<ul style="list-style-type: none"> • copy and remember actions • repeat and explore actions with control and coordination 		
Evaluating and improving	<ul style="list-style-type: none"> • talk about what they have done • describe what other people have done 	<ul style="list-style-type: none"> • talk about what is different between what they did and what someone else did • explain how they or others could improve 		
Health and fitness	<ul style="list-style-type: none"> • describe how their body feels before, during and after an activity 	<ul style="list-style-type: none"> • show how to exercise safely • describe how their body feels during different activities • explain what their body needs to keep healthy 		
Dance	<ul style="list-style-type: none"> • move to music • copy dance moves • perform some dance moves • make up a short dance • move around a space safely 	<ul style="list-style-type: none"> • dance imaginatively • change rhythm, speed, level and direction • dance with control and co-ordination • make a sequence by linking sections together • link some movements to show a mood or feeling 		

PE – Key Stage 2

National Curriculum	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 		<p>Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	
	Year 3	Year 4	Year 5	Year 6
Developing skills	<ul style="list-style-type: none"> • select and use the most appropriate skills, actions or ideas • move and use actions with co-ordination and control 	<ul style="list-style-type: none"> • select and use the most appropriate skills, actions or ideas • move and use actions with co-ordination and control • make up their own small-team game 	<ul style="list-style-type: none"> • link skills, techniques and ideas and apply them accurately and appropriately • show good control in their movements 	<ul style="list-style-type: none"> • apply their skills, techniques and ideas consistently • show precision, control and fluency
Evaluating and improving	<ul style="list-style-type: none"> • explain how their work is similar and different from that of others • recognise how performances could be improved 	<ul style="list-style-type: none"> • explain how their work is similar and different from that of others • use a comparison to improve their work 	<ul style="list-style-type: none"> • compare and comment on skills, techniques and ideas that they and others have used • use their observations to improve their work 	<ul style="list-style-type: none"> • analyse and explain why they have used specific skills or techniques • modify use of skills or techniques to improve their work • create their own success criteria for evaluating
Health and fitness	<ul style="list-style-type: none"> • explain why it is important to warm-up and cool-down • identify some muscle groups used in gymnastic activities 	<ul style="list-style-type: none"> • explain why warming-up is important • explain why keeping fit is good for their health 	<ul style="list-style-type: none"> • explain some important safety principles when preparing for exercise • explain what effect exercise has on their body • explain why exercise is important 	<ul style="list-style-type: none"> • explain how the body reacts to different kinds of exercise • choose appropriate warm ups and cool downs • explain why we need regular and safe exercise

PE – Key Stage 2					
Year 3	Developing skills & improving	Dance	Gymnastics	Games	Athletics and outdoor
Software/websites/ texts					
Topic/Curriculum opportunities					
Cultural Capital opportunities					
SMSC	<p>Spiritual PE supports spiritual development by increasing knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. Through dance and sports such as gymnastics, pupils are creative, expressing feelings and emotions in their performances. Allowing pupils reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.</p>	<p>Moral PE supports moral development by encouraging pupils to live a healthy lifestyle and promoting healthy living. Pupils develop the ability to tell the difference between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to pupils supports the importance of abiding by rules.</p>	<p>Social PE supports social development by developing the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination.</p>	<p>Cultural PE supports cultural development by giving children the opportunity to explore dances and learn games from different traditions and cultures including their own, such as [example]. Pupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other cultures and traditions is also displayed by all when exploring unfamiliar games or dances. Pupils will discuss how culture may affect which sports different nations excel at and how cultural traditions can affect which sports men and women participate in.</p>	