



HCAT

Physical Education Curriculum

Purpose of study

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.

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.

Pupils should be taught to:

- 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.

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.

Physical Education

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	Transition	LKS1	UKS1	LKS2	UKS2
Games					
A - Children copy, repeat and explore simple skills and actions with basic control and co-ordination.	<p>I copy actions.</p> <p>I repeat and explore skills.</p> <p>I move with some control and care.</p>	<p>I copy and remember actions.</p> <p>I repeat and explore skills.</p> <p>I move with careful control, co-ordination and care.</p>			
B - Children select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.	<p>I can throw a ball underarm.</p> <p>I can roll a ball or hoop.</p> <p>I can hit a ball with a bat.</p> <p>I can move and stop.</p> <p>I can move to catch or collect.</p> <p>I can throw and kick a ball in different ways.</p> <p>I can decide where to stand to make a game difficult for a team.</p>	<p>I use rolling, hitting and kicking skills in games.</p> <p>I decide on the best position to be in during a game.</p>		<p>I link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>I am controlled and skilful in my action and movements.</p>	<p>I select and combine my skills, techniques and ideas.</p> <p>I apply my skills, techniques and ideas accurately, appropriately and consistently.</p> <p>I show precision, control and fluency.</p>
C -When performing, children draw on what they know about strategy, tactics and composition.		<p>I use the terms 'opponent' and 'team mate' when playing games.</p> <p>I have developed tactics for the game I am playing.</p>		<p>I use a variety of techniques to pass.</p> <p>I work with my team or alone to gain possession of the ball.</p> <p>I can strike a bowled ball.</p> <p>I use forehand and backhand when playing racquet games.</p> <p>I field well.</p> <p>I choose the most appropriate tactics in a game.</p>	<p>I use tactics and follow rules.</p> <p>I plan my approach to attacking and defending.</p>
D - Children analyse and comment on skills and techniques and how these are applied in theirs and others work.	<p>I can talk about what I have done.</p> <p>I can describe what others' have done.</p>	<p>I talk about the differences between my own and others' performances.</p> <p>I say what has gone well and why.</p> <p>I identify how a performance could be improved.</p>	<p>I say how my work is similar to and different from others.</p> <p>I use this understanding to improve my own performance.</p>	<p>I compare and comment on the skills, techniques and ideas used in my work and in others.</p> <p>I use this to improve my performance.</p>	<p>I analyse and comment on skills and techniques and how they are applied in my own and others' work.</p> <p>I modify and refine my skills and techniques to improve my performance.</p>

Physical Education

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<p>E -Children explain how the body reacts during different types of exercise, and why they warm up and cool down in ways that suit the activity.</p>	<p>I can describe how my body feels during an activity. I know how to exercise safely by looking for space.</p>	<p>I can describe how my body feels during different activities, using parts of the body to describe the effects. I know how to exercise safely by looking for space, others and by warming up properly.</p>	<p>I give reasons why warming up before an activity is important. I give reasons why physical activity is good for my health.</p>	<p>I describe the effects exercise has on my body. I describe how valuable physical exercise is to my health.</p>	<p>I explain how different parts of my body react during different types of exercise. I warm up and cool down in ways that suit the activity.</p>
<p>F -Children explain why regular, safe exercise is good for their fitness and health.</p>				<p>I explain and apply basic safety principles in preparing for exercise.</p>	<p>I describe why regular, safe exercise is good for my fitness and health.</p>
<p>G - Children modify and refine skills and techniques to improve their performance.</p>		<p>I use taught skills independently.</p>		<p>I throw and catch a ball with control and accuracy. I strike a ball and field with control. I keep possession of a ball (feet, hockey stick, hands.)</p>	<p>I use a range of shots and strokes to strike a ball. I can strike a ball on the volley.</p>

Physical Education

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	Transition	LKS1	UKS1	LKS2	UKS2
<u>Dance</u>					
A - Children copy, repeat and explore simple skills and actions with basic control and co-ordination	<p>I copy actions.</p> <p>I repeat and explore skills.</p> <p>I move with some control and care.</p>	<p>I copy and remember actions.</p> <p>I repeat and explore skills.</p> <p>I move with careful control, co-ordination and care.</p>			
B - Children select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.	<p>I can perform some dance moves.</p> <p>I put moves together to make a short dance.</p> <p>I show rhythm in my dance.</p> <p>I choose the best movements to show different ideas.</p> <p>I move carefully with control.</p> <p>I use space safely.</p>	<p>I perform my dance actions with control and co-ordination.</p> <p>I link two or more actions together to make a sequence.</p> <p>I remember and repeat dance movements.</p> <p>I choose the best movements to communicate a mood or feeling.</p>		<p>I link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>I am controlled and skilful in my action and movements.</p>	<p>I select and combine my skills, techniques and ideas.</p> <p>I apply my skills, techniques and ideas accurately, appropriately and consistently.</p> <p>I show precision, control and fluency.</p>
C -When performing, children draw on what they know about strategy, tactics and composition.			<p>I improvise with ideas and movements.</p> <p>I refine my movements into sequences.</p>	<p>I am creative and imaginative in composing my own dances.</p> <p>I perform expressively.</p> <p>My movements are controlled and express emotion or feeling.</p>	
D - Children analyse and comment on skills and techniques and how these are applied in theirs and others work.	<p>I can talk about what I have done.</p> <p>I can describe what others' have done.</p>	<p>I talk about the differences between my own and others' performances.</p> <p>I say what has gone well and why.</p> <p>I identify how a performance could be improved.</p>	<p>I say how my work is similar to and different from others.</p> <p>I use this understanding to improve my own performance.</p>	<p>I compare and comment on the skills, techniques and ideas used in my work and in others.</p> <p>I use this to improve my performance.</p>	<p>I analyse and comment on skills and techniques and how they are applied in my own and others' work.</p> <p>I modify and refine my skills and techniques to improve my performance.</p>
E -Children explain how the body reacts during different types of exercise, and why they	<p>I can describe how my body feels during an activity.</p>	<p>I can describe how my body feels during different</p>		<p>I describe the effects exercise has on my body.</p>	<p>I explain how different parts of my body react during different types of exercise.</p>

Physical Education

Year 1 Year 2 Year3 Year 4 Year 5 Year 6

<p>warm up and cool down in ways that suit the activity.</p>	<p>I know how to exercise safely by looking for space.</p>	<p>activities, using parts of the body to describe the effects. I know how to exercise safely by looking for space, others and by warming up properly.</p>		<p>I describe how valuable physical exercise is to my health.</p>	<p>I warm up and cool down in ways that suit the activity.</p>
<p>F -Children explain why regular, safe exercise is good for their fitness and health.</p>			<p>I give reasons why warming up before an activity is important. I give reasons why physical activity is good for my health.</p>	<p>I explain and apply basic safety principles in preparing for exercise.</p>	<p>I describe why regular, safe exercise is good for my fitness and health.</p>
<p>G - Children modify and refine skills and techniques to improve their performance.</p>		<p>I use taught skills independently.</p>	<p>My dance movements communicate an idea. My dance sequences are clear and fluent. I can express emotions through dance.</p>		<p>I refine my dances with style and artistic intention. My dance matches the mood of the accompanying music. I choose my own dance steps or movements and develop them.</p>

Physical Education

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	Transition	LKS1	UKS1	LKS2	UKS2
<u>Gymnastics</u>					
A - Children copy, repeat and explore simple skills and actions with basic control and co-ordination	I copy actions. I repeat and explore skills. I move with some control and care.				
B - Children select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.	I show control and co-ordination when travelling or balancing. I choose which actions to make. I copy sequences and repeat them. I can roll. I can travel in more than one way. I can balance. I can climb safely. I can stretch my body. I can curl my body.			I link skills, techniques and ideas and apply them accurately and appropriately. I am controlled and skilful in my action and movements.	I select and combine my skills, techniques and ideas. I apply my skills, techniques and ideas accurately, appropriately and consistently. I show precision, control and fluency.
C -When performing, children draw on what they know about strategy, tactics and composition.			I plan, perform and repeat sequences.	I make complex sequences that include changes in direction, level and speed. I combine actions, shapes and balances in my gymnastic performance. My movements are clear, accurate and consistent. I prepare and perform to an audience.	
D - Children analyse and comment on skills and techniques and how these are applied in theirs and others work.	I can talk about what I have done. I can describe what others' have done.	I talk about the differences between my own and others' performances. I say what has gone well and why. I identify how a performance could be improved.	I say how my work is similar to and different from others. I use this understanding to improve my own performance.	I compare and comment on the skills, techniques and ideas used in my work and in others. I use this to improve my performance.	I analyse and comment on skills and techniques and how they are applied in my own and others' work. I modify and refine my skills and techniques to improve my performance.

Physical Education

Year 1 Year 2 Year3 Year 4 Year 5 Year 6

<p>E -Children explain how the body reacts during different types of exercise, and why they warm up and cool down in ways that suit the activity.</p>	<p>I can describe how my body feels during an activity. I know how to exercise safely by looking for space.</p>	<p>I can describe how my body feels during different activities, using parts of the body to describe the effects. I know how to exercise safely by looking for space, others and by warming up properly.</p>		<p>I describe the effects exercise has on my body. I describe how valuable physical exercise is to my health.</p>	<p>I explain how different parts of my body react during different types of exercise. I warm up and cool down in ways that suit the activity.</p>
<p>F -Children explain why regular, safe exercise is good for their fitness and health.</p>			<p>I give reasons why warming up before an activity is important. I give reasons why physical activity is good for my health.</p>	<p>I explain and apply basic safety principles in preparing for exercise.</p>	<p>I describe why regular, safe exercise is good for my fitness and health.</p>
<p>G - Children modify and refine skills and techniques to improve their performance.</p>		<p>I use taught skills independently.</p>	<p>My body is balanced. My shapes are controlled. My sequences include changes in speed and level. I work on improving strength and suppleness by practising stretches and shapes.</p>		<p>I practise and perform with control. My movements include very controlled balances, shapes, levels and actions. I link and adapt actions together into a well-timed sequence.</p>
	<p>Transition</p>	<p>LKS1</p>	<p>UKS1</p>	<p>LKS2</p>	<p>UKS2</p>
<p><u>Outdoor and Adventurous</u></p>					
<p>A - Children copy, repeat and explore simple skills and actions with basic control and co-ordination</p>	<p>I copy actions. I repeat and explore skills. I move with some control and care.</p>	<p>I copy and remember actions. I repeat and explore skills. I move with careful control, co-ordination and care.</p>			
<p>B - Children select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</p>				<p>I link skills, techniques and ideas and apply them accurately and appropriately. I am controlled and skilful in my action and movements.</p>	<p>I select and combine my skills, techniques and ideas. I apply my skills, techniques and ideas accurately, appropriately and consistently. I show precision, control and fluency.</p>

Physical Education

Year 1 Year 2 Year3 Year 4 Year 5 Year 6

<p>C -When performing, children draw on what they know about strategy, tactics and composition.</p>					
<p>D - Children analyse and comment on skills and techniques and how these are applied in theirs and others work.</p>	<p>I can talk about what I have done. I can describe what others' have done.</p>	<p>I talk about the differences between my own and others' performances. I say what has gone well and why. I identify how a performance could be improved.</p>	<p>I say how my work is similar to and different from others. I use this understanding to improve my own performance.</p>	<p>I compare and comment on the skills, techniques and ideas used in my work and in others. I use this to improve my performance.</p>	<p>I analyse and comment on skills and techniques and how they are applied in my own and others' work. I modify and refine my skills and techniques to improve my performance.</p>
<p>E -Children explain how the body reacts during different types of exercise, and why they warm up and cool down in ways that suit the activity.</p>	<p>I can describe how my body feels during an activity. I know how to exercise safely by looking for space.</p>	<p>I can describe how my body feels during different activities, using parts of the body to describe the effects. I know how to exercise safely by looking for space, others and by warming up properly.</p>		<p>I describe the effects exercise has on my body. I describe how valuable physical exercise is to my health.</p>	<p>I explain how different parts of my body react during different types of exercise. I warm up and cool down in ways that suit the activity.</p>
<p>F -Children explain why regular, safe exercise is good for their fitness and health.</p>			<p>I give reasons why warming up before an activity is important. I give reasons why physical activity is good for my health.</p>	<p>I explain and apply basic safety principles in preparing for exercise.</p>	<p>I describe why regular, safe exercise is good for my fitness and health.</p>
<p>G - Children modify and refine skills and techniques to improve their performance.</p>					

Physical Education

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	Transition	LKS1	UKS1	LKS2	UKS2
<u>Athletics</u>					
A - Children copy, repeat and explore simple skills and actions with basic control and co-ordination	I copy actions. I repeat and explore skills. I move with some control and care.	I copy and remember actions. I repeat and explore skills. I move with careful control, co-ordination and care.			
B - Children select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.				I link skills, techniques and ideas and apply them accurately and appropriately. I am controlled and skilful in my action and movements.	I select and combine my skills, techniques and ideas. I apply my skills, techniques and ideas accurately, appropriately and consistently. I show precision, control and fluency.
C -When performing, children draw on what they know about strategy, tactics and composition.			I can run over a long distance conserving energy. I have a range of throwing techniques (underarm, overarm, putting and hurling).	I choose the best place for running. I am controlled in take-off and landing when jumping. I am accurate when throwing for distance. I combine running and jumping well.	I adapt my skills to different situations. I know and follow event rules.
D - Children analyse and comment on skills and techniques and how these are applied in theirs and others work.	I can talk about what I have done. I can describe what others' have done.	I talk about the differences between my own and others' performances. I say what has gone well and why. I identify how a performance could be improved.	I say how my work is similar to and different from others. I use this understanding to improve my own performance.	I compare and comment on the skills, techniques and ideas used in my work and in others. I use this to improve my performance.	I analyse and comment on skills and techniques and how they are applied in my own and others' work. I modify and refine my skills and techniques to improve my performance.

Physical Education

Year 1 Year 2 Year3 Year 4 Year 5 Year 6

<p>E -Children explain how the body reacts during different types of exercise, and why they warm up and cool down in ways that suit the activity.</p>	<p>I can describe how my body feels during an activity. I know how to exercise safely by looking for space.</p>	<p>I can describe how my body feels during different activities, using parts of the body to describe the effects. I know how to exercise safely by looking for space, others and by warming up properly.</p>		<p>I describe the effects exercise has on my body. I describe how valuable physical exercise is to my health.</p>	<p>I explain how different parts of my body react during different types of exercise. I warm up and cool down in ways that suit the activity.</p>
<p>F -Children explain why regular, safe exercise is good for their fitness and health.</p>			<p>I give reasons why warming up before an activity is important. I give reasons why physical activity is good for my health.</p>	<p>I explain and apply basic safety principles in preparing for exercise.</p>	<p>I describe why regular, safe exercise is good for my fitness and health.</p>
	<p>Transition</p>	<p>LKS1</p>	<p>UKS1</p>	<p>LKS2</p>	<p>UKS2</p>
<p><u>Swimming Y3 & 4</u></p>					
<p>A - Children copy, repeat and explore simple skills and actions with basic control and co-ordination</p>	<p>I copy actions. I repeat and explore skills. I move with some control and care.</p>	<p>I copy and remember actions. I repeat and explore skills. I move with careful control, co-ordination and care.</p>			
<p>B - Children select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</p>				<p>I link skills, techniques and ideas and apply them accurately and appropriately. I am controlled and skilful in my action and movements.</p>	<p>I select and combine my skills, techniques and ideas. I apply my skills, techniques and ideas accurately, appropriately and consistently. I show precision, control and fluency.</p>
<p>C -When performing, children draw on what they know about strategy, tactics and composition.</p>				<p>I can swim between 50 and 100 metres. I use breast, front crawl and back stroke styles confidently.</p>	

Physical Education

Year 1 Year 2 Year3 Year 4 Year 5 Year 6

				My swimming uses arms and legs in a confident and co-ordinated manner. I can describe personal survival skills.	
D - Children analyse and comment on skills and techniques and how these are applied in theirs and others work.	I can talk about what I have done. I can describe what others' have done.	I talk about the differences between my own and others' performances. I say what has gone well and why. I identify how a performance could be improved.	I say how my work is similar to and different from others. I use this understanding to improve my own performance.	I compare and comment on the skills, techniques and ideas used in my work and in others. I use this to improve my performance.	I analyse and comment on skills and techniques and how they are applied in my own and others' work. I modify and refine my skills and techniques to improve my performance.
E -Children explain how the body reacts during different types of exercise, and why they warm up and cool down in ways that suit the activity.	I can describe how my body feels during an activity. I know how to exercise safely by looking for space.	I can describe how my body feels during different activities, using parts of the body to describe the effects. I know how to exercise safely by looking for space, others and by warming up properly.		I describe the effects exercise has on my body. I describe how valuable physical exercise is to my health.	I explain how different parts of my body react during different types of exercise. I warm up and cool down in ways that suit the activity.
F -Children explain why regular, safe exercise is good for their fitness and health.			I give reasons why warming up before an activity is important. I give reasons why physical activity is good for my health.	I explain and apply basic safety principles in preparing for exercise.	I describe why regular, safe exercise is good for my fitness and health.
G - Children modify and refine skills and techniques to improve their performance.				I can swim over 100 metres. I swim fluently. I use all three strokes with control and can sustain this for over 2 minutes.	

Physical Education

Year 1 Year 2 Year3 Year 4 Year 5 Year 6

				I breathe so that the pattern of my swimming is not interrupted.	
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