

# Physical Education Year 1 to Year 6 Skills & Learning Outcomes

## Curriculum Strands

- Games
- Dance
- Gymnastics
- Athletics - Year 3, 4, 5, and 6
- Swimming



## PHYSICAL EDUCATION Year 1

Games	Dance	Gymnastics
<p><i>Pupils should be taught to:</i>                      Travel with, send and receive a ball and other equipment in different ways.                      Develop these skills for simple net, striking/fielding and invasion-type games                      Play simple, competitive net, striking/fielding and invasion type games that they and others have made, using simple tactics for attacking and defending.</p> <ul style="list-style-type: none"> <li>• Show basic ball control</li> <li>• Send a ball in the direction of another person e.g. using a simple bounce pass in Basketball</li> <li>• Take part in sending and receiving activities</li> <li>• Talk about exercising, safety &amp; short term effects of exercise</li> </ul>	<p><i>Pupils should be taught to:</i>                      Use movement imaginatively, responding to stimuli, including music, and performing basic skills [for example, travelling, being still, making a shape, jumping, turning and gesturing]                      Change the rhythm, speed, level and direction of their movements.                      Create and perform dances using simple movement patterns, including those from different times and cultures.                      Express and communicate ideas and feelings.</p> <ul style="list-style-type: none"> <li>• Copy &amp; explore basic body patterns &amp; movements from a model.</li> <li>• Remember simple dance steps &amp; perform these in a controlled manner which are performed in order.</li> <li>• Choose simple actions that link them with sounds &amp; music e.g.</li> <li>• Slow movements reacting to drum noises.</li> <li>• Safely perform teacher led warm-ups &amp; can describe &amp; discuss others work</li> </ul>	<p><i>Pupils should be taught to:</i>                      Perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus                      Develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling]                      Choose and link skills and actions in short movement phrases create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.</p> <ul style="list-style-type: none"> <li>• Copy &amp; explore basic actions with control &amp; co-ordination (All Areas)</li> <li>• Develop my range of skills linked to taking off and landing, balance and rolling</li> <li>• Begin to choose &amp; link simple actions, and I can recognise &amp; use space around me appropriately</li> <li>• Watch &amp; start to discuss my own work &amp; that of my peers</li> <li>• Safely begin to perform teacher led warm-up &amp; I am aware of others</li> </ul>
<p><b>Swimming</b>                      Stage 1                      By completing this Award, with or without floatation equipment or support, you will be able to:</p> <ul style="list-style-type: none"> <li>• Enter the water safely</li> <li>• Move forward for a distance of 5 metres, feet may be on or off the floor</li> <li>• Move backwards for a distance of 5 metres, feet may be on or off the floor</li> <li>• Move sideways for a distance of 5 metres, feet may be on or off the floor</li> <li>• Scoop the water and wash the face</li> <li>• Be comfortable with water showered from overhead</li> <li>• Move from a flat floating position on the back and return to standing</li> <li>• Move from a flat floating position on the front and return to standing</li> <li>• Push and glide in a flat position on the front from a wall</li> <li>• Push and glide in a flat position on the back from a wall</li> <li>• Give examples of two pool rules</li> </ul>		



<b>PHYSICAL EDUCATION Year 2</b>		
<p><b>Games</b></p> <p><i>Pupils should be taught to:</i>                      Travel with, send and receive a ball and other equipment in different ways.                      Develop these skills for simple net, striking/fielding and invasion-type games                      Play simple, competitive net, striking/fielding and invasion type games that they and others have made, using simple tactics for attacking and defending.</p> <ul style="list-style-type: none"> <li>• Take part in opposed conditioned games e.g. taking on the role of attacker or defender within a given game</li> <li>• Talk about exercise, safety &amp; short term effects of exercise making reference to the changes that happen in the body</li> </ul>	<p><b>Dance</b></p> <p><i>Pupils should be taught to:</i>                      Use movement imaginatively, responding to stimuli, including music, and performing basic skills [for example, travelling, being still, making a shape, jumping, turning and gesturing]                      Change the rhythm, speed, level and direction of their movements.                      Create and perform dances using simple movement patterns, including those from different times and cultures.                      Express and communicate ideas and feelings.</p> <ul style="list-style-type: none"> <li>• Respond imaginatively to a variety of stimuli including types of music and instruction</li> <li>• Say what I liked about another's performance</li> </ul>	<p><b>Gymnastics</b></p> <p><i>Pupils should be taught to:</i>                      Perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus                      Develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling]                      Choose and link skills and actions in short movement phrases create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.</p> <ul style="list-style-type: none"> <li>• To construct basic sequences</li> <li>• Identify the difference between my performance &amp; that of others</li> <li>• Understand the need for warm up &amp; cool down, and also what is happening to my body during exercise</li> </ul>
<p><b>Swimming Stage 2</b></p> <ul style="list-style-type: none"> <li>• Jump in from poolside safely to a minimum depth of 1.0 metre</li> <li>• Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged</li> <li>• Move from a flat floating position on the back and return to standing without support</li> <li>• Move from a flat floating position on the front and return to standing without support</li> <li>• Push from a wall and glide on the back – arms can be by the side or above the head</li> <li>• Push from a wall and glide on the front with arms extended</li> <li>• Travel using a recognised leg action with feet off the pool floor on the back for 5 metres</li> <li>• Travel using a recognised leg action with feet off the pool floor on the front for 5 metres</li> <li>• Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing</li> <li>• Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing</li> <li>• Perform a log roll from the back to the front</li> </ul>		



## PHYSICAL EDUCATION Year 3

Games	Dance	Gymnastics	Athletics
<p><i>Pupils should be taught to:</i> Play and make up small-sided and modified competitive net, striking/fielding and invasion games. Use skills and tactics and apply basic principles suitable for attacking and defending. Work with others to organise and keep the games going.</p> <ul style="list-style-type: none"> <li>• Beginning to influence opposed conditioned games using tactical thought and talking to my team mates</li> <li>• Control and catch a ball with movement and increasing stability</li> <li>• Move confidently with a ball keeping it under control e.g. using the inside of the hockey stick to keep the ball under control of the person more consistently</li> <li>• Talk about reasons for warming up</li> </ul>	<p><i>Pupils should be taught to:</i> Create and perform dances using a range of movement patterns, including those from different times, places and cultures. Respond to a range of stimuli and accompaniment</p> <ul style="list-style-type: none"> <li>• Translate ideas from a variety of stimuli into movement</li> <li>• Compare, develop &amp; adapt movement &amp; motifs to create longer dance pieces</li> <li>• Use dance vocabulary to compare &amp; improve my work in relation to others</li> <li>• Understand working safely</li> </ul>	<p><i>Pupils should be taught to:</i> Create and perform fluent sequences on the floor and using apparatus. Include variations in level, speed and direction in their sequences.</p> <ul style="list-style-type: none"> <li>• Copy, remember, explore &amp; repeat simple actions, and link &amp; vary ideas with control &amp; co-ordination</li> <li>• Apply compositional ideas to sequences alone &amp; with others</li> <li>• Describe my own &amp; others work noting similarities &amp; differences</li> <li>• Understand working safely</li> <li>• Recognise changes in my body and can give reasons why PE is good for health</li> </ul>	<p><i>Pupils should be taught to:</i> Take part in and design challenges and competitions that call for precision, speed, power or stamina. Use running, jumping and throwing skills both singly and in combination. Pace themselves in these challenges and competitions.</p> <ul style="list-style-type: none"> <li>• Run at a speed appropriate to the distance I am running</li> <li>• Take a running jump</li> <li>• Demonstrate a range of throwing actions using a variety of objects</li> <li>• Recognise a change in heart rate, temperature and breathing rate</li> </ul>
<p><b>Swimming Stage 3</b></p> <ul style="list-style-type: none"> <li>• Jump in from poolside and submerge to a minimum depth of 1.0 metre</li> <li>• Sink, push away from wall and maintain a streamlined position</li> <li>• Push and glide on the front with arms extended and log roll onto the back</li> <li>• Push and glide on the back with arms extended and log roll onto the front</li> <li>• Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back</li> <li>• Fully submerge to pick up an object</li> <li>• Answer correctly three questions on the Water Safety Code</li> <li>• Push and glide and travel 10 metres on the back</li> <li>• Push and glide and travel 10 metres on the front</li> <li>• Perform a tuck float and hold for three seconds</li> </ul>			



## PHYSICAL EDUCATION Year 4

Games	Dance	Gymnastics	Athletics
<p><i>Pupils should be taught to:</i>                      Play and make up small-sided and modified competitive net, striking/fielding and invasion games. Use skills and tactics and apply basic principles suitable for attacking and defending. Work with others to organise and keep the games going.</p> <ul style="list-style-type: none"> <li>Control and catch a ball &amp; accurately pass whilst moving and demonstrating firm stability</li> <li>Take part in conditioned game with understanding of tactics &amp; rules</li> <li>Move with a ball in opposed situations e.g. using side step movements within Tag Rugby to evade being tackled</li> <li>Understand / use principles of warm up &amp; why exercise is good for health e.g. that warming up movements reduces the chance of muscles being pulled</li> </ul>	<p><i>Pupils should be taught to:</i>                      Create and perform dances using a range of movement patterns, including those from different times, places and cultures. Respond to a range of stimuli and accompaniment</p> <ul style="list-style-type: none"> <li>Vary dynamics &amp; develop actions with a partner or as part of a group</li> <li>Continually demonstrate rhythm &amp; spatial awareness</li> <li>Modify my performance &amp; that of others as a result of observation &amp; basic understanding of the structure of the body</li> <li>Demonstrate precision, control &amp; fluency</li> </ul>	<p><i>Pupils should be taught to:</i>                      Create and perform fluent sequences on the floor and using apparatus. Include variations in level, speed and direction in their sequences.</p> <ul style="list-style-type: none"> <li>Link ideas, skills &amp; techniques with control, precision &amp; fluency when performing basic skills</li> <li>Understand composition by performing more complex sequences</li> <li>Describe how to refine, improve &amp; modify performances</li> <li>Demonstrate specific aspects of warm-up &amp; describe effects of exercise on the body</li> </ul>	<p><i>Pupils should be taught to:</i>                      Take part in and design challenges and competitions that call for precision, speed, power or stamina. Use running, jumping and throwing skills both singly and in combination. Pace themselves in these challenges and competitions.</p> <ul style="list-style-type: none"> <li>Improve and sustain running technique at different speeds Demonstrate accuracy &amp; technique in a range of throwing &amp; jumping actions</li> <li>Maintain a good running technique when sprinting over obstacles</li> <li>Describe the changes in my body when running, jumping &amp; throwing</li> </ul>
<p><b>Swimming Stage 4</b>  <i>Pupils should be taught to:</i>                      Pace themselves in floating and swimming challenges related to speed, distance and personal survival. Swim unaided for a sustained period of time over a distance of at least 25m. Use recognised arm and leg actions, lying on their front and back. Use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].</p> <ul style="list-style-type: none"> <li>Jump in from poolside and submerge bending knees on landing</li> <li>Sink, push away from wall on side and maintain a streamlined position</li> <li>Push and glide on the front with arms extended and log roll onto the back</li> <li>Push and glide on the back with arms extended and log roll onto the front</li> <li>Travel on the front, tuck and rotate around the horizontal axis and return on the back</li> <li>Fully submerge to pick up an object and return it with any recognised position</li> <li>Answer correctly 3 questions on the water safety code</li> <li>Travel at least 10 metres on the front or back choosing a recognised swimming technique such as the front crawl or backstroke</li> </ul>			



## PHYSICAL EDUCATION Year 5

Games	Dance	Gymnastics	Athletics
<p><i>Pupils should be taught to:</i>                      Play and make up small-sided and modified competitive net, striking/fielding and invasion games. Use skills and tactics and apply basic principles suitable for attacking and defending. Work with others to organise and keep the games going</p> <ul style="list-style-type: none"> <li>• Control movement confidently with a ball in opposed situations whilst moving</li> <li>• Combine accurate passing skills / techniques in game e.g. using the inside and outside of the hockey stick to move the ball in different directions (towards a team mate or away from an opposing member)</li> <li>• Advise and help others in their techniques in a game e.g. making suggestions in how to improve their skillset</li> <li>• Understand &amp; explain short term effects of exercise, warming, cooling</li> <li>• Understand &amp; can explain long term effects of exercise e.g. stating that you will become fitter because your heart and lungs are becoming more efficient</li> </ul>	<p><i>Pupils should be taught to:</i>                      Create and perform dances using a range of movement patterns, including those from different times, places and cultures. Respond to a range of stimuli and accompaniment.</p> <ul style="list-style-type: none"> <li>• Perform &amp; create motifs in a variety of dance styles with accuracy &amp; consistency</li> <li>• Select &amp; use a wide range of compositional skills to demonstrate ideas</li> <li>• Suggest ways to improve quality of performance showing sound knowledge &amp; understanding</li> <li>• Lead my own warm up &amp; demonstrates all round safe practice</li> </ul>	<p><i>Pupils should be taught to:</i>                      Create and perform fluent sequences on the floor and using apparatus. Include variations in level, speed and direction in their sequences.</p> <ul style="list-style-type: none"> <li>• Perform &amp; create movement sequences with some complex skills &amp; displaying accuracy &amp; consistency</li> <li>• Select &amp; use a wide range of compositional skills in complex sequences alone &amp; in groups. I show an ability to innovate</li> <li>• Analyse skills &amp; can suggest ways to improve quality of performance showing sound knowledge &amp; understanding</li> <li>• Lead own warm up &amp; demonstrates all round safe practice</li> </ul>	<p><i>Pupils should be taught to:</i>                      Take part in and design challenges and competitions that call for precision, speed, power or stamina. Use running, jumping and throwing skills both singly and in combination. Pace themselves in these challenges and competitions.</p> <ul style="list-style-type: none"> <li>• Adapt my running speed to the distances required</li> <li>• Improve and sustain running technique at different speeds.</li> <li>• Demonstrate accuracy &amp; alter my jumping and throwing technique in a range of competitive situations.</li> <li>• Alter and then maintain a good running technique when sprinting over obstacles.</li> <li>• Describe the changes in my body when running, jumping &amp; throwing</li> </ul>
<p><b>Swimming Stage 5</b>  <i>Pupils should be taught to:</i>                      Pace themselves in floating and swimming challenges related to speed, distance and personal survival. Swim unaided for a sustained period of time over a distance of at least 25m. Use recognised arm and leg actions, lying on their front and back. Use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].</p> <ul style="list-style-type: none"> <li>• Perform a tuck (mushroom) float for around 5 seconds</li> <li>• Perform a sequence of changing shapes (minimum of 3) whilst floating at the surface</li> <li>• Push and glide from the wall to the pool floor</li> <li>• Perform a front crawl leg kick action for a distance of 10 metres and return on back performing back crawl leg action (one item of equipment optional)</li> <li>• Perform a butterfly leg kick action on the front or the back</li> <li>• Perform a breaststroke leg kick action on the front and return on the back with a breaststroke leg action</li> <li>• Perform head first sculling for a distance of 5 metres</li> <li>• I can swim a recognised stroke (breaststroke, front crawl or backstroke) for a distance of 10 metres</li> </ul>			





## PHYSICAL EDUCATION Year 6

Games	Dance	Gymnastics	Athletics
<p><i>Pupils should be taught to:</i> Play and make up small-sided and modified competitive net, striking/fielding and invasion games. Use skills and tactics and apply basic principles suitable for attacking and defending. Work with others to organise and keep the games going</p> <ul style="list-style-type: none"> <li>Control movement confidently with a ball in opposed situations whilst moving</li> <li>Combine accurate passing skills / techniques in game e.g. using the inside and outside of the hockey stick to move the ball in different directions (towards a team mate or away from an opposing member)</li> <li>Advise and help others in their techniques in a game e.g. making suggestions in how to improve their skillset</li> <li>Understand &amp; explain short term effects of exercise, warming, cooling</li> <li>Understand &amp; can explain long term effects of exercise e.g. stating that you will become fitter because your heart and lungs are becoming more efficient</li> </ul>	<p><i>Pupils should be taught to:</i> Create and perform dances using a range of movement patterns, including those from different times, places and cultures. Respond to a range of stimuli and accompaniment.</p> <ul style="list-style-type: none"> <li>Perform &amp; create a variety of dance styles with consistency and confidence</li> <li>Select &amp; use a wide range of compositional skills to demonstrate ideas</li> <li>Suggest ways to improve quality of performance showing sound knowledge &amp; understanding</li> <li>Lead a group to produce a Dance influenced by a number of styles.</li> <li>Lead my own warm up &amp; demonstrates all round safe practice</li> </ul>	<p><i>Pupils should be taught to:</i> Create and perform fluent sequences on the floor and using apparatus. Include variations in level, speed and direction in their sequences.</p> <ul style="list-style-type: none"> <li>Perform &amp; create movement sequences with some complex skills &amp; displaying accuracy &amp; consistency</li> <li>Select &amp; use a wide range of compositional skills in both simple and complex sequences alone &amp; in groups.</li> <li>Show the ability to refine my individual and group performance.</li> <li>Analyse skills &amp; can suggest ways to improve quality of performance showing sound knowledge &amp; understanding</li> <li>Lead my own warm up &amp; demonstrate all round safe practice</li> </ul>	<p><i>Pupils should be taught to:</i> Take part in and design challenges and competitions that call for precision, speed, power or stamina Use running, jumping and throwing skills both singly and in combination Pace themselves in these challenges and competitions</p> <ul style="list-style-type: none"> <li>Demonstrate good control, strength, speed &amp; stamina in a variety of athletic events</li> <li>Understand how to apply athletic skills &amp; tactics to the competitive situation</li> <li>Explain how to improve technique in a variety of events.</li> <li>Understand &amp; can explain the short &amp; long term effects of exercise, and I understand the need for specific warm up &amp; cool down</li> </ul>
<p><b>Swimming Stage 6</b></p> <ul style="list-style-type: none"> <li>Give two examples of how to prepare for exercise and understand why it is important</li> <li>Sink, push off on side from the wall, glide, kick and rotate into backstroke</li> <li>Sink, push off on side from the wall, glide, kick and rotate into front crawl</li> <li>Swim 10 metres wearing clothes</li> <li>Push and glide and swim front crawl to include at least six rhythmical breaths</li> <li>Push and glide and swim breaststroke to include at least six rhythmical breaths</li> <li>Push and glide and swim butterfly to include at least three rhythmical breaths</li> <li>Push and glide and swim backstroke to include at least six regular breaths</li> <li>Push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England expected standards)</li> <li>Perform a 'shout and signal' rescue</li> <li>Perform a surface dive</li> </ul>			