



Year One

National Curriculum Targets

Physical education – key stages 1 and 2

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.

Key Stage one and Two national Curriculum Targets can be found at: [National Curriculum - Physical education key stages 1 to 2 \(publishing.service.gov.uk\)](https://www.gov.uk/national-curriculum/physical-education/key-stages-1-to-2)

Think

| Think | Rules/Scoring | Understanding Movement and Skill | Effects of Exercise on the body | Healthy Eating | Muscles and Bones | Understanding Tactics | Self Care |
|----------------------------|--|--|---|--|--|--|--|
| Learning outcome DO | Can identify rules and scoring within an activity | Can identify the ABC's relating to a sporting movement | Can identify some effects of exercise on the body | Can identify that the more energy we use the more we have to replace | Can identify that the body has muscles/bones | Can identify the difference between participating and competing | Can dress and undress themselves mostly independently |
| Teaching Point | Can identify a way of scoring in a sport (I.e; in handball you score by throwing the ball into a goal) | Can identify a sport where you may need to balance | Can identify how the heart will feel during exercise | Can explain why we need to replace energy that we have lost | Can name 5 body parts | Can identify that taking part in an activity can be just for fun | Can explain why they enjoy playing games with other children |
| Teaching Point | Can explain why rules are important in a game and what happens when they aren't followed | Can identify a sport where you may need good agility | Can identify that you becomes thirsty when you are exercising because the body sweats and the water needs replacing | Can explain how we replace energy that has been lost | Can name 3 bones | Can identify that in some activities there is a winner | Can explain how the body may change with regular exercise |
| Teaching Point | Can show you that they can follow rules of a game and can keep score of a game | Can identify a sport where you will need good coordination | Can identify that you breath heavily when you have done exercise | Can explain how we use a lot of energy | Can identify the name of a muscle | Can identify that in a game or activity, not everyone can win | Can understand that being active is good for them |

Feel

| Feel | Winning and Losing | Respect | Feel Good! | Sportsmanship | Being active | Leadership |
|----------------------------|---|--|--|---|--|--|
| Learning outcome DO | Can identify that trying to win is important | Can identify how to handle equipment during an activity | Can identify that being active can help to feel happy | Can take turns without any problems during an activity | Can identify the importance of being active | Can confidently assist with scoring an activity |
| Teaching Point | Can identify that winning will make you feel happy | Can identify that you need to be safe when handling equipment | Can identify their favourite activity/game and explain why | Can demonstrate being able to wait their turn | Can identify that being active helps us release energy | Can explain how points are scored or how you win in a basic game |
| Teaching Point | Can identify that in order to win you need to try your best | Can explain what happens if you are not sensible when handling equipment | Can demonstrate a fun attitude to activities/games | Can identify that it is important to take turns so that activity's are fair | Can identify 3 foods which give us energy | Can identify basic rules of the games |
| Teaching Point | Can identify that sometimes even when you try your best you may not win | Can share responsibility of handling equipment with other children | Can identify that working as part of a team is rewarding | Can include everyone in your team fairly in games/activities | Can identify what happens when you aren't active | Can score evenly and not be biased towards friends in the group |

Athletics DO

| National Curriculum | <ul style="list-style-type: none"> Develop balance, agility and coordination skills Master basic movements including running, jumping, throwing Can master throwing techniques | | | | | |
|---------------------|---|--|--|--|---|---|
| Week | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Area | Introduction | Running | Jumping | Throwing | Team Races | Match Up! |
| Learning outcome DO | Identify children's current understanding of the topic | Demonstrate the difference between running, jogging and walking | Jump for distance and height | Throw different sized objects for distance and height | Take turns quickly in a team race | Take part effectively in an athletics event |
| Teaching Point | When jumping start with bent knees | When running try to raise your knees to get bigger faster steps | Jump, skip, hop from the balls of your feet | Be creative in the throwing of the different objects | In a team game is it better to work as one person alone trying to do well or working together to do well? | Encourage each other in your team and try your hardest |
| Teaching Point | Land with bent knees to help balance | When we are moving quickly it is important that we move our arms to help push our bodies forward | Bending your legs like springs | The size and shape of an object changes the way we throw it, how so? | Don't slow down to get the next child in the race- try to get them linked to you without stopping | If someone is finding it difficult, help and support them |
| Teaching Point | When we run in a team race it is important that we know when we can go, in this it is when the bean bag is put on the start marker | When we are turning to come back we must make our steps smaller to help our body turn quicker- reference agility | When jumping high reach up, jumping long swing your arms forward | Look in the direction you want the bean bag to go | When running together make sure you run as a team, you are only as fast as your slowest runner | Don't ever give up! |
| Teaching Point | Run to win go as fast as you can | When we are trying to run quickly to a point it helps to run in a straight line | When landing try to get your balance by bending your legs and staying on your feet | Swing your arm for more power when throwing, using your shoulder to give your arm more swing | The child waiting to run, must be looking and ready to go quickly | Not everyone can win in a game/race |
| Teaching Point | | Children to recognize that we move in different ways to help us travel at different speeds | Which gets me furthest, a hop, skip or jump? | Release the ball at the right time | It is important to get your object off the ground without slowing down | |

Health Related Fitness (HRF) and Dodgeball DO

| National Curriculum | <ul style="list-style-type: none"> Can master throwing and catching techniques Develop simple attacking and defending skills and techniques | | | | | |
|---------------------|---|--|---|---|---|---|
| Week | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Area | Introduction | Speed – Anaerobic Fitness | Strength | Endurance/Aerobic | Agility | Match Up! |
| Learning outcome DO | Understand the rules and games format specific to age group | Can run at full speed from a stationary position | Can show strength to keep their bodies from losing balance when picking up a ball | Can run showing endurance in a game of dodgeball | Can show agility in a crowded environment | Play an inter class competition to age specific games of dodgeball |
| Teaching Point | The aim of the session is for the children to understand the game | Push hard against the floor on the balls of your feet | What does being strong mean? Is it just being able to lift heavy things? | See if children can recognize the difference between running for a short amount of time and a long amount of time. | When approaching objects or others take small steps to change direction quickly | Children can show the difference between the four components of fitness |
| Teaching Point | It is a high intensity nature, games should stretch children physically | Explosion is what it looks like to go from stationary to full speed intensity | It is important to use your whole body when dodging a ball. The more muscle used means more strength to produce the power to really dodge | Why is it important to have good endurance? So that we can keep going when playing for a long time | To move quickly in other directions we have to keep our balance, your body has to be wide enough that you don't fall but narrow enough to turn quickly | Children can push themselves when they are set a challenge |
| Teaching Point | Help children to understand that the teams that keep moving are those that do best, a moving target | From stationary position it is important to really drive those first steps to get up to speed | When picking up a dodgeball bend your knees and keep a wide stance so that you can stay strong and maintain good balance | Is it best to run at one speed or change speed to avoid being hit with the ball? Change your speed to be less predictable | We can also show good agility by changing speed when moving in different directions. When we are approaching a person or object should we go full speed? No- we will bump into them | What fitness components do you think your good at and how do you use them in dodgeball? |
| Teaching Point | | Push arms and legs fast to get up to full speed | | If we have good endurance in a game why will that make us play better? | When we are showing agility we should be going quickly – keep on the move | Use agility to dodge the ball, strength when throwing, speed when running to the middle and endurance to keep going when you are tired! |
| Teaching Point | | Keep you head up when you see a space and go directly into it to get the object as quick as possible | | | Change speed when dodging to make it harder to get hit with the ball | |

FUNdamental Football DO

| National Curriculum | <ul style="list-style-type: none"> Understand basic attacking and defending skills Develop balance, agility and coordination skills | | | | | |
|---------------------|---|--|---|--|--|---|
| Week | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Area | Introduction | Passing | Receiving | Dribbling | Stealing and Defending | Shooting and Attacking |
| Learning outcome DO | Observe current understanding and introduce football | Can throw a ball to another child to stimulate a football pass (with hands) | Can control a moving ball from the air to stimulate receiving a football (with hands) | Can travel in different directions with a ball (with hands or feet) | Can react with their body anticipating the direction of the ball in order to intercept/steal (with hands or feet) | Can shoot the ball at a moving object (with hands) |
| Teaching Point | Important that children keep their head up to know where the taggers are | Look at the player you are passing to | Call for the ball to receive it, show you are looking, hand signals to communicate | Ensure you can see what is around you keep your head up looking at the same time as concentrating on controlling the ball | When we are defending we must keep our head up to see where the danger is and approach with a low body for greater balance | Ensure you keep your head up when shooting so you know where the ball is going |
| Teaching Point | Ensure children are reacting to where the taggers are positioned rather than just running around aimlessly | Try to pass it on making it as easy as possible for them to control – get it to where they want it on their body | When we receive the ball we have to take the sting out of it, stop the ball without it getting away | Keep the ball close to your body so that you have full control of it, lots of touches on the ball. If you let it get away then you will lose it | When we are defending we must stay close to the other person | Children understand that there are different ways we can shoot the ball in different situations |
| Teaching Point | When rolling the ball in try and direct the ball by moving your body to the right angle | When passing the ball get some good power to make sure it hits the target | Get into a good position quickly to receive the ball, show where you want the ball, in front, to the feet | When we are dribbling into an open space we can hit the ball further but when we are dribbling into danger we must make smaller touches to keep the ball under control | When you see the ball is ready to steal be quick in going for it ensuring that you stay on your feet – keep your balance | Its important children attack the open space in front of them to gain ground but make sure they don't get too close to the defender |
| Teaching Point | Once children try to use feet it becomes a lot harder so encourage them to keep it close (gentle and slow) | Ensure that you look up and your body is facing the target | | When could it be better to pass rather than dribble? When one of your team players is in a better position | If we make contact with another player is this good for our team? No because the other team get the ball because of the foul | When you see the chance to score you must take it quickly |
| Teaching Point | What does an attacker try to do? Keep the ball to score. What does a defender do? Steal the ball | Try both feet and use different parts of your feet, toe, side and laces. | | | | When you see the chance to shoot take it- keep your head up so you are aware of where the goal is and if it is open |

Invasion Games DO

| National Curriculum | <ul style="list-style-type: none"> Develop simple attacking and defending skills and techniques <ul style="list-style-type: none"> Can master throwing and catching techniques | | | | | |
|---------------------|---|--|--|--|--|---|
| Week | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Area | Introduction | Dribbling | Passing | Receiving | Shooting | Match Up! |
| Learning outcome DO | Identify children's current understanding of the topic | Dribble in different ways with control | Pass in different ways with accuracy | Receive a ball in different ways away from the body | Shoot in different ways with accuracy | Complete (trying to win) in an invasion game |
| Teaching Point | Encourage children to think of different ways we can move within invasion games encouraging fundamental movement skills | Understand what agility is – the ability to move quickly in different directions | Aim to pass with control- what is accuracy? | It is important to be ready when receiving the high five, to do this we must be looking up and communicating | Children to recognize different invasion games and understand the importance of shooting quickly | When tagging players we must keep our balance, our stance wide and our knees bent |
| Teaching Point | What different invasion games can the children identify | Understand that when we are moving with the ball we must take more care in controlling our movement than when we are simply just running | Body faces the target when passing | When you receive take the power out of the ball, Spiderman hands ready, the same distance apart as the size of the ball | Watch the ball first then watch the target you are aiming for | Choose the right time to tag- link in coordination |
| Teaching Point | What skills can the children recognise that are needed for invasion games (passing, dribbling, shooting) | Keep the ball close to your body, head up to see where you are going | What different ways can we pass? Low, high, long, fast | It is important that children let others know that they are ready to receive, they must tell (talking) and show (looking, body facing the ball, hands ready) | Keep your balance and point your body to the direction you are shooting | Be ready to react to the player turning away. Try not to run into the player |
| Teaching Point | Clearly outline the rules and check understanding | Small touches when in small spaces bigger touches in larger spaces | | Receiving in ready position bring it into the body | Try to shoot with the right amount of power | Ensure the stealers are quick to respond to the movements of the children |
| Teaching Point | Keep your head up to see all the action | Why do we keep the ball close in an invasion game? So that the other team cannot steal it and it stays in play | | | | |

Net/Wall Games DO

| National Curriculum | <ul style="list-style-type: none"> Show good control and co-ordination in large and small movements Develop balance agility and co-ordination skills Can master throwing and catching techniques | | | | |
|---------------------|---|--|--|---|---|
| Week | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
| Area | Introduction | Hit | Return | Serving | Match Up! |
| Learning outcome DO | Identify children's current understanding of the topic | Can accurately throw a ball underarm with a bounce to another child | Can catch a ball from a bounce and return it with a bounce accurately to another child | Can accurately throw a ball underarm with a bounce to another child | Play a net/wall match appropriate to the child's age |
| Teaching Point | Get low to the ground, knees bent, keep your head up and stay light on the balls of your feet | Get low to the ground, knees bent, keep your head up and stay light on the balls of your feet | Keep your head up looking where the people with the balls are | Spread your fingers when catching the ball and watch the ball into your hand, communicate when swapping your ball | Agility, balance, body control |
| Teaching Point | Look at the target you are aiming for | When throwing underarm place foot forward (non throwing side) for balance | If you were receiving the ball, where would you like it to go to? Above your head? Down to your toes? Or into your hands? | Cheek of the racquet brushes the floor, eyes on the ball and target | Push the ball, racquet face looks at the target, try to use both sides of the racquet |
| Teaching Point | Hold the ball in the palm of your hand showing spider up (fingers up) | Ball in the palm of your hand with fingers facing up | When receiving make large hands together, Spiderman hands and bend your knees so that you are ready to jump or get low to return | Push the ball, racquet face looks at the target | Try to use both sides of the racquet and keep control of the ball |
| Teaching Point | Release at the right time | Swing through with your arm to get the furthest cones, standing with front foot forward should allow your arm to pass through the front of your body | Return the ball to the other goal quickly to catch the goalkeeper off guard | Try to use both sides of the racquet | |
| Teaching Point | It doesn't have to be thrown hard – concentrate on accuracy | | When returning to the other goal aim away from the keeper making it hard for them to stop the goal | | |

Striking and Fielding Games DO

| National Curriculum | <ul style="list-style-type: none"> Can master throwing and catching techniques Develop simple attacking and defending skills | | | | | |
|---------------------|--|---|--|--|---|--|
| Week | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Area | Introduction | Fielding Part 1 – Intercepting | Fielding Part 2 – Returning the ball | Batting | Bowling | Match up! |
| Learning outcome DO | Observe current understanding and introduce a striking and fielding game | Can intercept a moving ball from the floor with 2 hands whilst they are moving towards it | Can perform a controlled roll from a moving position | Can strike a rolling ball towards a target | Can under arm bowl a ball towards a target | Play striking and fielding match appropriate to the children's ability |
| Teaching Point | Introduce what movements and actions are required for a striking and fielding game | Bend your knees to get low to the ball | Bend your knees and get low to the ground | Eyes in the ball, stand facing the object you are trying to hit | Keep moving around the area starting slow and getting faster | Eyes in the ball, stand facing the object you are trying to hit |
| Teaching Point | Roll the ball gently to each other and be ready to stop the ball with your hands open | Place hands together and point fingers down towards the floor | Use the momentum of the walk in to drive your roll further | Hold the bat with two hands, favorite hand at the bottom of the bat handle | Within all areas of striking and fielding games its important to stay alert, eyes everywhere | Follow basic rules of the game |
| Teaching Point | When batting the ball, hit into space | Make soft hands to cup the ball | Fingers point towards the floor | Stand sideways to your partner | Look at your target and step forward when bowling with your legs slightly apart, one foot in front of the other | Work together as a team and encourage one another |
| Teaching Point | | Go towards the ball | Arm stays straight to the side of the body | Eyes on the ball when hitting it | Swing your arm from the back of your body to the front | Want to win! |
| Teaching Point | | Lunge to pick up the ball | Lunge when rolling | Stand side on to the bowler | | |

Gymnastics DO

| National Curriculum | <ul style="list-style-type: none"> perform dances using simple movement patterns access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. | | | | | |
|---------------------|---|---|--|---|---|--|
| Week | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Area | Shapes | Travel | Balance | Rolling | Jumping | Rhythmic |
| Learning outcome DO | Show different shapes including a straight, star, tuck and straddle. Demonstrate these jumping off apparatus and landing safely | Demonstrate different methods of travelling and put them into a short sequence on the floor and along apparatus | Demonstrate solo balances. Can demonstrate matching and mirroring balances with a partner. | Demonstrate a log roll, tuck roll and teddy bear roll | Demonstrate basic jump and landing techniques on the floor and on apparatus | Demonstrate a sequence which includes different shapes using the rhythmic equipment |
| Teaching Point | Make sure the children are performing the correct moves and can recognise its name. | If the children are jumping make sure they are landing with bent knees. | Focus on something around the room to help you to balance. | Tuck roll- ask the children to lie on their backs and curl up like a ball, hugging their knees, tucking in their head and shoulders off the floor. The children are then to rock back and forward like a ball, coming up to seated tuck position. | Children should be landing with knees bent in a squat position which can be know as a chair or toilet to help the children remember | Can they incorporate different ways of travelling, balancing and shapes that they have learnt in previous weeks while using the equipment? |
| Teaching Point | Straight- Body tall, legs together, arms stretched beside ears. | Make sure the children are aware of what is around them. | Squeeze body tight to hold positions | Log roll- ask the children to lie stretched out tall and tight like a pencil. Practice rolling on to their tummies and then on to their back. | Straddle jump with legs open up as high as they can, arms straight in front of them | Straight jump they should have arms straight, legs together as they jump. Tuck jumps knees should be coming up as close to their tummies as they can keeping their legs together. Star jump arms and legs should be spread as wide as they can Straddle sat on bottom with legs open and arms open and stretched |
| Teaching Point | Tuck- Curl knees into chest, hold on to shins with legs together. | Get the children to think about how the moves could be linked together using star tuck straight shapes from week one. | Mirroring balances should be the same when they look at each other | Teddy bear roll- sit in a straddle position on the floor. Lean over on to one side rolling over on their back, keeping their legs in a straddle position while rolling. | Star jump arms and legs should be spread as wide as they can | Chair landing position should be with bent knees nice and low arms stretched out in front for balance. |
| Teaching Point | Star- Arms and Legs stretched out wide as far away from each other. | When jumping make sure when they land their knees are bent. | Matching balances should be identical when next to each other | if any of the children are struggling to keep their legs together, get a small ball or bean bag for them to hold while they do the roll. | Tuck jumps knees should be coming up as close to their tummies as they can keeping their legs together. | Can they use any of the equipment with a partner? |
| Teaching Point | Straddle – sat on bottom with legs open and arms open and stretched | | Use different body parts each time they perform a balance | | Straight jump they should have arms straight, legs together as they jump. | |

Dance DO

| N.C | <ul style="list-style-type: none"> perform dances using simple movement patterns access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. | | | | | |
|---------------------|---|--|---|---|--|---|
| Week | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Area | Introduction | Timing of movements | Creating Movements | Movement Patterns | Movement Pathways | Perform |
| Learning outcome DO | Introduction to the shapes we can make using our bodies. | Listen to the music and begin to move in time to it | Perform basic dance movements | Perform dance movements showing some levels | Perform basic dance travelling movements e.g.: stepping, skipping, jumping | To perform simple dance moves with some control |
| Teaching Point | Moves should be done in unison meaning at the same time. | Can the children listen for a key sound in the song that might suit one of there moves? For example, if there was a loud bang that could be Thor using his hammer. | Make sure they are listening for parts of the song that fit the move they are trying to do. A loud crashing sound may be for a stomp for example | Using their counting skills to count the moves that they are doing and to make sure that they are in time with the music. | Can the children produce any other ways that Batman may travel like? | Ask the children about the different expressions their character may be showing, should a supervillain be all happy and smiley? |
| Teaching Point | How does the superhero that you have chosen move? Do they Fly, do they jump, do they run really fast? | Think about how the supervillain may act and move. Are they a happy character or a sad character? Do they have any evil powers they may try to use against the hero? | Remind children to express the words they have chosen in the way they perform their actions. For example, a stomp should be a strong movement with force. | Ask the children to think of other reasons their superhero might need to be low to the ground or high up in the sky | Moving in unison so that you are doing the same move at the same time | Explain that they are telling a story through their movements, so they need to make sure we know what superhero they are. |
| Teaching Point | Should the Superheroes moves be light or heavy depending on the character the are portraying. | Think about the superhero powers that your hero has and how these could be used against the supervillain. | Try to stay in time with the rest of the group for each of the moves. | Low level moves might include a roll, a crawl, a balance. High level moves might include a jump, a leap. | Think about timing of the move in relation to the sounds in the song | Can they perform In unison with their partner for their show time? |