**Essential Characteristics of physically active students**

* The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
* The willingness to practice skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
* High levels of physical fitness.
* A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
* The ability to remain physically active for sustained periods of time and understanding of the importance of this in promoting long-term health and well-being.
* The ability to take the initiative and become excellent young leaders, organising and officiating and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes towards others.
* Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others’ performance and the ability to work independently for extended periods of time without the need of guidance or support.
* A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra –curricular sport.
* The ability to swim at least 25 metres before the end of year 6 and knowledge of how to remain safe in and around water.

**Breadth of Study: Key Stage 2**

* Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, rounders and tennis and apply basic principles suitable for attacking and defending.
* Take part in gymnastics activities.
* Take part in athletic activities.
* Perform dances.
* Take part in outdoor and adventurous activity challenges both individually and within a team.
* Swimming and water safety: take swimming instruction in Key Stage 2.

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| **Strand** | **Y3** | **Y4** | **Y5** | **Y6** |
| Games | * Throw a ball in a variety of ways. * Strike a ball with a variety of instruments gaining more control. * Learn different catching techniques and develop confidence to catch different sized balls. * Understand the rules of different games and be able to follow them. * Start to work as a team to gain an advantage in game play. | * Throw and catch with control and accuracy. * Strike a ball and field with control. * Choose appropriate tactics to cause problems for the opposition. * Follow the rules of the game and play fairly. * Maintain possession of a ball (with e.g. feet, a hockey stick or hands). * Pass to team mates at appropriate times. * Lead others and act as a respectful team member. | * Improve the timing of game techniques (hitting, throwing, running etc) to impact the direction of a kick, throw, hit etc. * Work within a team to pass the ball in a variety of ways to move up the pitch. * Choose an appropriate type of pass (short, long, overhead, bounce, chest) for the situation. * Begin to select tactics to influence a game. * Compete in games fairly and give respect to team mates and opposition players. | * Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). * Work alone, or with team mates in order to gain points or possession. * Strike a bowled or volleyed ball with accuracy. * Use forehand and backhand when playing racket games. * Field, defend and attack tactically by anticipating the direction of play. * Choose the most appropriate tactics for a game with clear explanations of why they were chosen.. * Uphold the spirit of fair play and respect in all competitive situations, encouraging others to follow too. * Lead others when called upon and act as a good role model within a team. |
| Dance | * Copy basic sequences. * Explore different ways to move. * Begin to put together their own sequence of movements. * Explore different speeds of movements. * To work cooperatively with a group to create a dance piece. * To perform in front of others with confidence. | * Plan, perform and repeat sequences. * Move in a clear, fluent and expressive manner, understanding the rhythm of the music. * Refine movements into sequences. * Create dances and movements that convey a defined idea. * Change speed and levels within a performance. * Develop physical strength and suppleness by practicing moves and stretching. | * Compose a dance sequence within a dance theme. * Begin to control the body in a precise posture. * Experiment and evaluate different poses when creating sequences. * Express emotions through the use of different body parts. * Give different ideas in how to express a particular movement. * Move between poses and sequences fluently. * Begin to evaluate own practise and give suggestions as to what could be improved. | * Compose creative and imaginative dance sequences. * Perform expressively and hold a precise and strong body posture. * Perform and create complex sequences. * Express an idea in original and imaginative ways. * Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. * Analyse own and others dance sequences. * Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). |
| Gymnastics | * Begin to use jumping with a range of gymnastic movements (travelling, springing, vaulting etc). * Practise different gymnastic movements becoming more confident with each. * Develop the art of balancing on a variety of platforms and with a number of body parts on the floor. * Work with a partner to balance together. * Begin to choose appropriate gymnastic movements to meet the criteria of a task. * Develop bridging and rolling skills. | * Plan, perform and repeat sequences. * Move in a clear, fluent and expressive manner. * Refine movements into sequences. * Show changes of direction speed and level during a performance. * Travel in a variety of ways, including flight, by transferring weight to generate power in movements. * Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). * Swing and hang from equipment safely (using hands). | * To identify different body shapes and balances including symmetrical and asymmetrical balances with a partner. * Refine bridging and rolling skills and use these within a sequence of gymnastic movements. * Use different gymnastic equipment in a variety of ways and understand how they can be used as part of a sequence. * Begin to evaluate own work and suggest how own sequences can be improved. * Experiment how speed and direction can improve gymnastic performances. | * Create complex and well-executed sequences that include a full range of movements including: * Travelling * Balances * Swinging * Springing * Flight * Vaults * Inversions * Rotations * Bending, stretching and twisting * Gestures * Linking skills. * Hold shapes that are strong. Fluent and expressive. * Include equipment in a sequence, choosing the most appropriate linking elements. * Vary speed, direction, level and body rotation during floor performances. * Practise and refine the gymnastic techniques used in performances (listed above) * Demonstrate good kinaesthetic awareness (placement and alignment of body parts usually good in well-rehearsed actions) * Use equipment to vault and to swing (remaining upright). * Analyse and evaluate others and own gymnastic sequences. |
| Swimming | * Develop the confidence to enter a swimming pool. * Understand how to enter and exit a swimming pool safely. * Understand how breathing patterns can help to remain calm and help swimming movements. * Develop the confidence to swim below the surface of the water. * Use pushes and kicks to travel in water. | * Develop the confidence to enter a swimming pool. * Understand how to enter and exit a swimming pool safely. * Swim unaided. * Use more than one stroke and coordinate breathing as appropriate for the stroke being used. * Coordinate leg and arm movements. * Swim at the surface and below the water. | * Enter a swimming pool confidently. * Understand how to enter and exit a swimming pool safely. * Use a variety of strokes with correct breathing patterns. * Swim with controlled strokes. * Begin to turn at the end of a length. | * Enter a swimming pool confidently. * Understand how to enter and exit a swimming pool safely. * Swim at least 25 metres unaided. * Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. * Swim fluently with controlled strokes. * Turn efficiently at the end of a length. |
| Athletics | * Run at different distances, thinking carefully about what speed they should run at. * Use a variety of throws safely. * Use a variety of jumps to tackle different obstacles. * Begin to use a run up to jump over obstacles. * Compete against others respectfully aiming to improve their performance. | * Sprint over a short distance up to 60 metres in a controlled manner (keeping within lanes). . * Run over a longer distance, conserving energy in order to sustain performance. * Use a range of throwing techniques (such as under arm, over arm). * Throw with accuracy to hit a target or cover a distance. * Jump in a number of ways, using a run up where appropriate. * Compete with others and aim to improve personal best performance. | * Combine sprinting and jumping to hurdle a number of obstacles. * Develop stamina, running over a longer distance. * Throw using the correct technique. * Jump, with a run up, confidently and consistently over a number of obstacles. * Control take-off and landings when jumping. * Compete against others keeping track of best performances. | * Combine sprinting with low hurdles over 60 metres. * Choose the best place for running over a variety of distances. * Throw accurately and refine performances by analysing technique and body shape. * Show control in take-off and landings when jumping. * Compete with others and keep track of personal best performances, setting targets for improvement. |
| Outdoor and Adventurous activities | * Follow and give instructions. * Begin to work as part of a team to support others when completing a given task. * Try multiple ways of completing a task when plans do not work. * Begin to understand how different orientation devices (maps, compasses) work. * Remain aware of their surroundings to maintain safety at all times. | * Understand the need to show accomplishment in managing risks. * Show an ability to both lead and form part of a team. * Support others and seek support if required when the situation dictates. * Show resilience when plans do not work and initiative to try new ways of working * Use maps, compasses and digital devices to orientate themselves. * Remain aware of changing conditions and change plans if necessary. | * Identify different equipment that could be used to complete outdoor and adventurous activities. * Identify potential risks and how to negate them with the help of expert advice. * Work well as a team - leading and being a member of the team to complete a given task. * Support others in their team to help them overcome challenges. * Continue to show resilience when plans do not work and initiate different ideas to combat challenges. * Be aware of their surroundings, maintaining the safety of themselves and their peers within outdoor and adventurous activities. | * Select appropriate equipment for outdoor and adventurous activity. * Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. * Embrace both leadership and team roles and gain the commitment and respect of a team. * Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. * Remain positive even in the most challenging circumstances, rallying others if need be. * Use a range of devices in order to orientate themselves. * Quickly assess changing conditions and adapt plans to ensure safety comes first. |