



## Objectives By Year group

### SUBJECT: PE

#### 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.

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.

	Diet and Hygiene	Acquiring and developing skills	Applying skills and using tactics	Evaluating and improving performance
<b>YEAR 1</b>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hold a balance whilst walking along a straight line.</li> <li>▪ Zig zag through a series of markers spaced evenly, about 2m apart.</li> <li>▪ Hop on the spot using the same foot</li> <li>▪ Jump for distance</li> <li>▪ Jump for height</li> <li>▪ Catch a bean bag.</li> <li>▪ Throw a small ball underarm, using the correct technique.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Link skills and actions in different ways to suit different activities.</li> <li>▪ Establish sequences of actions and skills which have a clear beginning, middle and ending.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe and comment on performance</li> </ul>
<b>YEAR 2</b>	<ul style="list-style-type: none"> <li>▪ Identify the 5 types of food that make up a balanced diet and begin to give</li> </ul>	<ul style="list-style-type: none"> <li>▪ Zig zag through a series of tightly spaced markers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Structure sequences of actions and skills in different orders to improve performance (speed / direction / level /</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compare his/her performance with others.</li> </ul>

	<p>examples of these.</p> <ul style="list-style-type: none"> <li>Understand the difference between an illness, symptom and a prescription</li> <li>Understand the importance of maintaining your teeth</li> </ul>	<ul style="list-style-type: none"> <li>Hop along a straight line using the same foot.</li> <li>Jump for distance controlling the landing.</li> <li>Jump for height with a controlled landing.</li> <li>Catch a small ball.</li> <li>Throw a small ball overarm, using the correct technique.</li> </ul>	etc).	
<b>YEAR 3</b>	<ul style="list-style-type: none"> <li>Explain the importance of appropriate portions of food for a balanced diet and health</li> <li>Know the importance of following instructions when taking medicine.</li> <li>Understand the importance of maintaining his/her teeth and explain what happens when teeth and gums are not maintained</li> <li>Explain the importance of the sun to give us vitamin D but the need to stay safe too.</li> </ul>	<ul style="list-style-type: none"> <li>Balance on one foot.</li> <li>Climb a set of wall bars (or similar).</li> <li>Perform a side stepping gallop.</li> <li>Run at speed over a distance.</li> </ul>	<ul style="list-style-type: none"> <li>Vary skills, actions and ideas and link these in different ways to suit different activities</li> <li>Vary his/her responses to tactics, strategies and sequences used.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast his/her performance with others.</li> </ul>
<b>YEAR 4</b>	<ul style="list-style-type: none"> <li>Explain the types and amounts of food needed for a balanced healthy diet</li> <li>Identify the energy that certain foodstuffs give by looking at the packaging.</li> <li>Understand that there are good and bad bacteria</li> </ul>	<ul style="list-style-type: none"> <li>Complete a forward roll and land on the feet.</li> <li>Skip forwards in a fluid motion</li> <li>Kick a ball accurately.</li> <li>Pass a ball from chest height to a partner</li> </ul>	<ul style="list-style-type: none"> <li>Apply skills and tactics in combination with a partner or as part of a group / team</li> </ul>	<ul style="list-style-type: none"> <li>Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance.</li> </ul>

	<ul style="list-style-type: none"> <li>Explain the benefits to the body of regular exercise</li> </ul>			
<b>YEAR 5</b>	<ul style="list-style-type: none"> <li>Use scientific language to explain the importance of different minerals and vitamins.</li> <li>Identify the difference between healthy and unhealthy fats.</li> <li>Explain the effects of saturated fats on our hearts and the types of nutrients needed to have a healthy diet.</li> <li>Begin to work out the amount of exercise needed to burn off food (by using up calories).</li> </ul>	<ul style="list-style-type: none"> <li>Perform a sequence of one footed leaps.</li> <li>Gallop with a fluid motion.</li> <li>Dribble a football between cones.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy.</li> <li>When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.</li> <li>Develop interest in participating in sports activities and events at a competitive level</li> </ul>	<ul style="list-style-type: none"> <li>Identify different levels of performance and use subject specific vocabulary</li> </ul>
<b>YEAR 6</b>	<ul style="list-style-type: none"> <li>Evaluate whether a diet is healthy or not, using vitamins and minerals to justify the answer.</li> <li>Identify how different food should be eaten for nutritional purposes</li> <li>Explain the effect that high cholesterol has on the human body.</li> <li>Understand that endorphins are released during exercise and that these are linked with happiness.</li> <li>Explain the different parts of sleep and why this is important for the body.</li> </ul>	<ul style="list-style-type: none"> <li>Perform a 'drop-kick'.</li> <li>Perform a 'basketball dribble'.</li> <li>Strike a ball with a range of bats for accuracy and distance</li> </ul>	<ul style="list-style-type: none"> <li>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others</li> </ul>	<ul style="list-style-type: none"> <li>Analyse, modify and refine skills and techniques and how these are applied.</li> <li>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</li> </ul>

### **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.

### **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- 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.