



Physical Education

Disciplinary Knowledge & Skills– April, 2022

Themes developed from AfPE (Association for Physical Education) & Real PE (EYFS)

	Theme 1 Movement and dance	Theme 2 Using techniques and tactics	Theme 3 Co-operation and competition	Theme 4 Life preparation, health and fitness
Early Years (Reception)	1a To follow simple instructions. 1b To know how to move confidently in different ways.	2a To follow simple tasks.	3a To know how to play with others and take turns and share with help. 3b To know how to observe and copy others.	4a To know that there are changes to how I feel when I exercise.
End of Key Stage 1 (Year 2)	1.1 Develop fundamental movement skills– running, jumping, throwing and catching in a range of contexts. 1.2 To know how to perform dances using simple movement patterns.	2.1 Develop agility, balance and co-ordination. 2.2 To know simple tactics for attack and defend in a range of different team and individual games.	3.1 To know how to engage in competitive physical activities (both against self and others) and be able to cope with both winning and losing. 3.2 To know how to engage in co-operative physical activities and show that can work successfully together.	4.1 To know that sport is a valuable part of a healthy lifestyle, including helping us to make new friends. 4.2 To know that a healthy diet helps our body to perform well. 4.3 Display confidence in being in swimming pool.
End of Lower key Stage 2 (Year 4)	1.3 Use running, jumping, throwing and catching in isolation and in combination. 1.4 To know how to perform dances using a range of movement patterns.	2.3 Develop flexibility, strength, technique, control and balance through athletics and gymnastics. 2.4 To know more sophisticated tactics for attack and defend in a range of different team and individual games.	3.4 Enjoy participating in competitive physical activities (both against self and others) and be able to cope with both winning and losing. 3.5 Enjoy participating in co-operative physical activities– improving outcomes through working together. 3.6 To represent school in a competitive school sport context.	4.4 To know examples of how they use sport as part of a healthy lifestyle, and to make new friends. 4.5 To know examples of how they have a healthy diet. 4.6 Show increased confidence in swimming pool, and be able to swim at least 5 metres aided or unaided.
When we leave the school. Year 6	1.5 Master skills of running, jumping, throwing and catching in isolation and in combination. 1.6 To know how to perform dances using a range of movement patterns, including some of own ideas for choreography and know that it can be valuable to take part in a public performance.	2.5 Develop flexibility, strength, technique, control and balance through athletics and gymnastics. 2.6 To know how to flexibly adapt and use a range of effective tactics for attack and defend in a range of different team and individual games.	3.7 To know how to demonstrate sportsmanship when participating in competitive physical activities– and challenging themselves to improve in solo events. 3.8 Enjoy participating flexibly co-operative physical activities– improving outcome and adapting to new challenges. 3.9 To represent school in a competitive school sport context.	4.7 Be able to give several examples of how they use sport as part of a healthy lifestyle, and to make new friends. They may have joined a local sports club. 4.8 To know how some foods can actively help physical performance and are used by professional athletes. 4.9 Meet current national curriculum expectations for swimming: safe rescue, 25m, range of strokes.

Key subject specific vocabulary (Tier 3 vocab) to be embedded and revisited during the study of PE at Little Melton: speed pattern curve zig-zag concentrate minimum wobble tight straight balance pivot opposite safely challenge opponent tactics attack defend intercept possession opposition adapting chest pass over-head pass bounce pass, shoulder pass tackling positioning holding your line mark your partner footwork position synchronise cannon mirroring symmetrical and asymmetrical repeated motif timing rhythm cooperation teamwork shooting scoring off side throw in corner goal kick core strength fluidity

● **We believe these skills are important for life because:**

We want children to have a high quality physical education, enabling a wide range of physical literacy and enjoyment which provides them with the skills-set to progress with any sport as far as they would like to go.

We want to provide physical education opportunities for pupils to take part competitively, as well as participate for fun. We want to encourage skills for life, including swimming, and a love of being active.