

Whole School Curriculum Overview – Physical Education

		Milestone 1 (Year 1 & 2)	Milestone 2 (Year 3 & 4)	Milestone 3 (Year 5 & 6)
To develop practical skills in order to participate, compete and lead a healthy lifestyle	Games	Use the terms 'opponents' and 'team-mate'.	Throw and catch with control and accuracy.	Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking etc..).
		Use rolling, hitting, running, jumping, catching and kicking skills in combination.	Strike a ball and field with control.	Work alone, or with team mates in order to gain points or possession.
		Lead others when appropriate.	Choose appropriate tactics to cause problems for the opposition.	Strike a bowled or volleyed ball with accuracy.
			Follow the rules of the game and play fairly.	Use forehand or backhand when playing racket games.
			Maintain possession of a ball (with e.g. feet, a hockey stick or hands).	Field, defend and attack tactically by anticipating the direction of play.
			Pass to team mates at appropriate times.	Choose the most appropriate tactics for a game.
			Lead others and act as a respectful team member.	Uphold the spirit of fair play and respect in all competitive situations.
				Lead others when called upon and act as a good role model within a team.
	Dance	Copy and remember moves and positions.	Plan, perform and repeat sequences.	Compose creative and imaginative dance sequences.
		Move with careful control and coordination.	Move in a clear, fluent and expressive manner.	Perform expressively and hold precise and strong body posture.
		Link two or more actions to perform a sequence.	Refine movements into sequences.	Perform and create complex sequences.
		Choose movements to communicate a mood, idea or feeling.	Create dances and movements that convey a definite idea.	Express an idea in original and imaginative ways.
			Change speed and levels within a performance.	Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.
			Develop physical strength and suppleness by practising moves and stretching.	Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).
	Gym	Copy and remember actions.	Plan, perform and repeat sequences.	Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> travelling balances swinging springing flight vaults inversions rotations bending, stretching and twisting gestures linking skills
		Move with some control and awareness of space.	Move in a clear, fluent and expressive manner.	Hold shapes that are strong, fluent and expressive.
		Link two or more actions to make a sequence.	Refine movements into sequences.	Include in a sequence set pieces, choosing the most appropriate linking elements.
		Show contrasts (such as small/tall, straight/curved, wide/narrow).	Show changes of direction, speed and level during a performance.	Vary speed, direction, level and body rotation during floor performances.
		Travel by rolling forwards, backwards and sideways.	Travel in a variety of ways, including flight, by transferring weight to generate power in movements.	Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).
		Hold a position whilst balancing on different points of the body.	Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how get the centre of gravity successfully over base and organise body parts to create an interesting body shape).	Practice and refine the gymnastic techniques used in performances (listed above).
		Climb safely on equipment.	Swing and hang from equipment safely (using hands).	Use equipment to vault and to swing (remaining upright).
		Stretch and curl to develop flexibility.		
		Jump in a variety of ways and land with increasing control and balance.		
	Swimming		Swim between 25 and 50 metres unaided.	Swim over 100 metres unaided.
			Use more than one stroke and coordinate breathing for the stroke being used.	Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.
			Coordinate arm and leg movements.	Swim fluently with controlled strokes.
			Swim at the surface and below the water.	Turn efficiently at the end of a length.

	Athletics		Sprint over a short distance up to 60 metres.	Combine sprinting with low hurdles over 60 metres.
			Run over a longer distance, conserving energy in order to sustain performance.	Choose the best place for running over a variety of distances.
			Use a range of throwing techniques (such as under arm, over arm).	Throw accurately and refine performance by analysing technique and body shape.
			Throw with accuracy to hit a target or cover a distance.	Show control in take-off and landings when jumping.
			Jump in a number of ways, using a run up where appropriate.	Compete with others and keep track of personal best performances, setting targets for improvement.
			Compete with others and aim to improve personal best performances.	
	Outdoor adventurous activities		Arrive properly equipped for outdoor and adventurous activity.	Select appropriate equipment for outdoor and adventurous activity.
			Understand the need to show accomplishment in managing risks.	Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.
			Show an ability to both lead and form part of a team.	Embrace both leadership and team roles and gain the commitment and respect of a team.
			Support others and seek support if required when the situation dictates.	Empathise with others and offer support without being asked. Seek support from the team and experts if in any doubt.
			Show resilience when plans do not work and initiative to try new ways of working.	Remain positive even in the most challenging circumstances, rallying others if need be.
			Use maps, compasses and digital devices to orientate themselves.	Use a range of devices in order to orientate themselves.
			Remain aware of changing conditions and change plans if necessary.	Quickly assess changing conditions and adapt plans to ensure safety comes first.