

## **PE**

### **Breadth of Study**

#### **Key Stage 1**

- During the key stage, pupils should be taught the knowledge, skills and understanding through dance activities, games activities and gymnastic activities.

#### **Dance activities**

- Pupils should be taught to:
  - a) Use movement imaginatively, responding to stimuli, including music, and performing basic skills [for example, travelling, being still, making a shape, jumping, turning and gesturing].
  - b) Change the rhythm, speed, level and direction of their movements.
  - c) Create and perform dances using simple movement patterns, including those from different times and cultures.
  - d) Express and communicate ideas and feelings.

#### **Games activities**

- Pupils should be taught to:
  - a) Travel with, send and receive a ball and other equipment in different ways.
  - b) Develop these skills for simple net, striking/fielding and invasion-type games.
  - c) Play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.

#### **Gymnastic activities**

- Pupils should be taught to:
  - a) Perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus.
  - b) Develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling].
  - c) Choose and link skills and actions in short movement phrases.
  - d) Create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.

**The following are non-statutory guidelines.**

**Swimming activities and water safety**

- Pupils should be taught to:
  - a) Move in water [for example, jump, walk, hop and spin, using swimming aids and support].
  - b) Float and move with and without swimming aids.
  - c) Feel the buoyancy and support of water and swimming aids.
  - d) Propel themselves in water using different swimming aids, arm and leg actions and basic strokes.

## **Key Stage 2**

- During the key stage, pupils should be taught the knowledge, skills and understanding through five areas of activity:

- a) Dance activities.
- b) Games activities.
- c) Gymnastic activities.

### **and two activity areas from:**

- d) Swimming.
- e) Athletic activities.
- f) Outdoor and adventurous activities.

## **Dance activities**

- Pupils should be taught to:
  - a) Create and perform dances using a range of movement patterns, including those from different times, places and cultures.
  - b) Respond to a range of stimuli and accompaniment.

## **Games activities**

- Pupils should be taught to:
  - a) Play and make up small-sided and modified competitive net, striking/fielding and invasion games.
  - b) Use skills and tactics and apply basic principles suitable for attacking and defending.
  - c) Work with others to organise and keep the games going.

## **Gymnastic activities**

- Pupils should be taught to:
  - a) Create and perform fluent sequences on the floor and using apparatus.
  - b) Include variations in level, speed and direction in their sequences.

## **Swimming activities and water safety**

- Pupils should be taught to:

a) Pace themselves in floating and swimming challenges related to speed, distance and personal survival.

b) Swim unaided for a sustained period of time over a distance of at least 25m.

c) Use recognised arm and leg actions, lying on their front and back.

d) Use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].

## **Athletic activities**

- Pupils should be taught to:

a) Take part in and design challenges and competitions that call for precision, speed, power or stamina.

b) Use running, jumping and throwing skills both singly and in combination.

c) Pace themselves in these challenges and competitions.

## **Outdoor and adventurous activities**

- Pupils should be taught to:

a) Take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments.

b) Use a range of orienteering and problem-solving skills.

c) Work with others to meet the challenges.