

Cedars Primary School Breadth of Study in Physical Education

| | | Nursery 30-50 months | Reception 40-60 months | KS1 | LKS2 | UKS2 |
|---|--------------|--|---|---|--|---|
| <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> | <p>Games</p> | <ul style="list-style-type: none"> • Move freely in range of ways: - <ul style="list-style-type: none"> ✚ slithering ✚ shuffling ✚ rolling ✚ crawling ✚ walking ✚ running ✚ jumping ✚ skipping ✚ sliding ✚ hopping ✚ galloping • Run skilfully • Negotiate space, adjusting speed or direction to avoid Obstacles • Catch a large ball • Find a space | <ul style="list-style-type: none"> • Negotiate space successfully when playing racing and chasing games, adjusting speed and direction to avoid obstacles and people • Show increasing control over an object when pushing, patting, throwing or catching • Show a preference for a dominant hand or foot • Work physically in a given space or using printed lines | <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate' • Use rolling, hitting, running, jumping, catching and kicking skills in combination • Develop tactics • Lead others when appropriate | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Choose and combine techniques in games 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 • Uphold the spirit of fair play and respect in all competitive situations • Lead others when called upon and act as a good role model |

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| Develop practical skills in order to participate, compete and lead a healthy lifestyle | Dance | <ul style="list-style-type: none"> • Move freely in range of ways: - <ul style="list-style-type: none"> ✚ slithering ✚ shuffling ✚ rolling ✚ crawling ✚ walking ✚ running ✚ jumping ✚ skipping ✚ sliding ✚ hopping ✚ galloping • Find a space | <ul style="list-style-type: none"> • Experiment with different ways of moving • Negotiate space successfully when playing racing and chasing games, adjusting speed and direction to avoid obstacles and people | <ul style="list-style-type: none"> • Copy and remember moves and positions • Move with careful control and coordination • Link two or more actions to perform a sequence • Choose movement to communicate a mood, feeling or idea | <ul style="list-style-type: none"> • Plan, perform and repeat sequence • Move in a clear, fluent and expressive manner • Refine movements into sequences • Create dances and movements that convey a definite idea • Change speed and levels within a performance • Develop physical strength and suppleness by practising moves and stretching | <ul style="list-style-type: none"> • Compose creative and imaginative dance sequences • Perform expressively and hold 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 the piece • Perform complex moves that combine strength and stamina gained through gymnastic activities (such as cartwheels or handstands) |

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| <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> | <p>Gymnastics</p> | <ul style="list-style-type: none"> • Step and climb equipment using alternate feet • Stand momentarily on one foot (when shown) • Find a space | <ul style="list-style-type: none"> • Experiment with different ways of moving • Jump off an object and land appropriately (e.g. on two feet, on two feet to roll) • Travel with confidence and skill around, under, over and through balancing and climbing equipment • Work physically in a given space or using printed lines | <ul style="list-style-type: none"> • Copy and remember actions • Move with some control and awareness of space • Link two or more actions to make a sequence • Show contrasts (such as small/tall, straight/curved and wide/narrow) • Travel by rolling forwards, backwards and sideways • Hold a position whilst balancing on different points of the body • Climb safely on equipment • Stretch and curl to develop flexibility • Jump in a variety of ways and land with increasing control and balance | <ul style="list-style-type: none"> • 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) | <ul style="list-style-type: none"> • 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 • Hold shapes that are strong, fluent and expressive • Include set pieces 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 |

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| | | | | | <ul style="list-style-type: none">• Swing and hand from equipment safely (using hands) | <p>performance (listed above)</p> <ul style="list-style-type: none">• Demonstrate good kinaesthetic awareness (placements and alignment of body parts is usually good in well-rehearsed actions)• Use equipment to vault and to swing (remaining upright) |
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| Develop practical skills in order to participate, compete and lead a healthy lifestyle | Swimming | N/A | N/A | N/A | <ul style="list-style-type: none"> Swim up to 25 metres unaided Use more than one stroke and co-ordinate breathing as appropriate for the stroke being used Coordinate leg and arm movements Swim at the surface and below the water Knowledge of how to remain safe in and around water | NC requirement for the end of Year 6 <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively such as front crawl, backstroke and breaststroke Perform a safe self-rescue in different water-based situations |

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| <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> | Athletics | N/A | N/A | <ul style="list-style-type: none"> • Athletics activities are combined with games in Year 1 and 2 | <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres • 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 performances | <ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres • Choose the best place for running over a variety of distances • Throw accurately and refine performance by analysing technique and body shape • Show control in take offs and landings when jumping • Compete with others and keep track of personal best performances, setting targets for improvement |

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| <p>Outdoor and Adventurous Activities OAA</p> <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> | | N/A | N/A | <ul style="list-style-type: none"> • Engage in sustained physical activity • Show a willingness to be part of a team | <ul style="list-style-type: none"> • Arrive properly equipped for OAA • 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 | <ul style="list-style-type: none"> • Select appropriate equipment for OAA • 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 |