**PE at key stage 1**

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
* 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.

**The Year 2 curriculum**

**Swimming**

Pupils are taught how to swim competently and proficiently over a distance of at least 25 metres. They are taught to use a range of strokes effectively, for example front crawl, backstroke and breaststroke. They are taught to perform safe self-rescue, for example how to enter the water safely, tread water and maintain correct body position to retain as much body heat as possible.

Year 3 and Year 4 attend swimming lessons once a week in the autumn and spring terms. Year 1 and Year 2 attend swimming lessons for half a term each in the summer term.

**Athletics**

**In this unit:** Pupils will develop skills required in Athletic activities such as running at different speeds, changing direction, jumping and throwing. Pupils will accurately replicate running challenges and competitions that require speed and changes in direction. In all athletic based activities, pupils will engage in performing skills and measuring performance. Pupils will develop the ability to follow safety procedures and handle equipment correctly. Pupils will be asked to evaluate and recognise improvements for their own and others skills.

 **Invasion Games**

**In this unit:** Pupils improve and apply their basic skills in invasion games such as sending, receiving and dribbling. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. Pupils think about how to use skills, strategies and tactics to outwit the opposition.

**Dance**

**In this unit**: Pupils will explore shape and develop spatial awareness. They will build on their understanding of how dynamic and rhythmic qualities can be used to express moods, ideas and feelings. They will also develop their ability to work with a partner and in a small group. Pupils will also explore themes such as pathways, patterns and formations.

**Gymnastics**

**In this unit:** Pupils focus on increasing their range of basic gymnastic skills (jumping, rolling, balancing). They create simple sequences of ‘unlike’ actions on the floor, eg a roll, jump and a shape. They then transfer what they learn on the floor to apparatus. Learning to transfer their body weight onto apparatus. In Gymnastics as a whole, pupils use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.

**Net**

**In this unit:** Pupils improve and apply their basic skills in games, in particular throwing and catching and using a racket. They play games based on net games (like tennis and badminton). They play games that demand simple choices and decisions on how to use space to avoid opponents and score points. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.

**Striking and Fielding/Team Games**

**In this unit:** Pupils develop basic striking and fielding games -playing skills, in particular striking a ball, throwing and catching, retrieving. They play team games based on striking and fielding games (like Rounders and Cricket). They have an opportunity to play one against one, one against two, and one against three. They learn how to score points in these types of games and learn to play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition.