



**HCAT**

**Physical Education Curriculum**

## **Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## **Aims**

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

## **Subject content**

### **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.

## Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	Transition	LKS1	UKS1	LKS2	UKS2
<b>All Sports</b>					
<b>Children analyse and comment on skills and techniques and how these are applied in theirs and others work.</b>	I can talk about what I have done. I can describe what others' have done.	I can talk about the differences between my own and others' performances.  I can say what has gone well and why.  I can identify how a performance could be improved.	I can explain how my work is similar to and different from others.  I can use my understanding to improve my own performance.	I can compare and comment on the skills, techniques and ideas used in my work and in others.  I can use this to improve my performance.	I analyse and comment on skills and techniques and how they are applied in my own and others' work. I modify and refine my skills and techniques to improve my performance.
<b>INCERTS - H</b>					

Physical Education

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	Transition	LKS1	UKS1	LKS2	UKS2
<b>Games</b>					
<p><b>Children copy, repeat and explore simple skills and actions with basic control and co-ordination.</b></p> <p><b>INCERTS - A</b></p>	<p>I can copy actions.</p> <p>I can repeat and explore skills.</p> <p>I can move with some control and care.</p>	<p>I can copy and remember actions.</p> <p>I can repeat and explore skills.</p> <p>I can move with careful control, co-ordination and care.</p>			
<p><b>Children select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</b></p> <p><b>INCERTS - B</b></p>	<p>I can throw a ball underarm.</p> <p>I can roll a ball or hoop.</p> <p>I can hit a ball with a bat.</p> <p>I can move and stop.</p> <p>I can move to catch or collect.</p> <p>I can throw and kick a ball in different ways.</p> <p>I can decide where to stand to make a game difficult for a team.</p>	<p>I can use rolling, hitting and kicking skills in games.</p> <p>I can decide on the best position to be in during a game.</p>		<p>I can link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>I can be controlled and skilful in my action and movements.</p>	<p>I can select and combine my skills, techniques and ideas.</p> <p>I can apply my skills, techniques and ideas accurately, appropriately and consistently.</p> <p>I can show precision, control and fluency.</p>
<p><b>When performing, children draw on what they know about strategy, tactics and composition.</b></p> <p><b>INCERTS - C</b></p>		<p>I can use the terms 'opponent' and 'team mate' when playing games.</p> <p>I can have developed tactics for the game I am playing.</p>		<p>I can use a variety of techniques to pass.</p> <p>I can work with my team or alone to gain possession of the ball.</p> <p>I can strike a bowled ball.</p> <p>I can use forehand and backhand when playing racquet games.</p> <p>I can field well.</p> <p>I can choose the most appropriate tactics in a game.</p>	<p>I can use tactics and follow rules.</p> <p>I can plan my approach to attacking and defending.</p>
<p><b>Children modify and refine skills and techniques to improve their performance.</b></p> <p><b>INCERTS - A</b></p>		<p>I can use taught skills independently.</p>		<p>I can throw and catch a ball with control and accuracy.</p> <p>I can strike a ball and field with control.</p> <p>I can keep possession of a ball (feet, hockey stick, hands).</p>	<p>I can use a range of shots and strokes to strike a ball.</p> <p>I can strike a ball on the volley.</p>

	Transition	LKS1	UKS1	LKS2	UKS2
<b>Dance</b>					
<p><b>Children copy, repeat and explore simple skills and actions with basic control and co-ordination.</b></p> <p>INCERTS - D</p>	<p>I can copy actions.</p> <p>I can repeat and explore skills.</p> <p>I can move with some control and care.</p>	<p>I can copy and remember actions.</p> <p>I can repeat and explore skills.</p> <p>I can move with careful control, co-ordination and care.</p>			
<p><b>Children select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</b></p> <p>INCERTS - D</p>	<p>I can perform some dance moves.</p> <p>I can put moves together to make a short dance.</p> <p>I can show rhythm in my dance.</p> <p>I can choose the best movements to show different ideas.</p> <p>I can move carefully with control.</p> <p>I use space safely.</p>	<p>I can perform my dance actions with control and co-ordination.</p> <p>I can link two or more actions together to make a sequence.</p> <p>I can remember and repeat dance movements.</p> <p>I can choose the best movements to communicate a mood or feeling.</p>		<p>I can link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>I can be controlled and skilful in my actions and movements.</p>	<p>I can select and combine my skills, techniques and ideas.</p> <p>I can apply my skills, techniques and ideas accurately, appropriately and consistently.</p> <p>I can show precision, control and fluency.</p>
<p><b>When performing, children draw on what they know about strategy, tactics and composition.</b></p> <p>INCERTS - D</p>			<p>I can improvise with ideas and movements.</p> <p>I can refine my movements into sequences.</p>	<p>I can be creative and imaginative in composing my own dances.</p> <p>I can perform expressively.</p>	

Physical Education

Year 1 Year 2 Year3 Year 4 Year 5 Year 6

<p><b>Children modify and refine skills and techniques to improve their performance.</b></p> <p><b>INCERTS - D</b></p>		<p>I can use taught skills independently.</p>	<p>My dance movements communicate an idea.</p> <p>My dance sequences are clear and fluent.</p> <p>I can express emotions through dance.</p>		<p>I can refine my dances with style and artistic intention.</p> <p>My dance matches the mood of the accompanying music.</p> <p>I can choose my own dance steps or movements and develop them.</p>
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Physical Education

Year 1 Year 2 Year3 Year 4 Year 5 Year 6

	Transition	LKS1	UKS1	LKS2	UKS2
<b>Gymnastics</b>					
<p><b>Children copy, repeat and explore simple skills and actions with basic control and co-ordination.</b></p> <p><b>INCERTS - A</b></p>	<p>I can copy actions.</p> <p>I can repeat and explore skills.</p> <p>I can move with some control and care.</p>				
<p><b>Children select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</b></p> <p><b>INCERTS - B</b></p>	<p>I can show control and co-ordination when travelling or balancing.</p> <p>I can choose which actions to make.</p> <p>I can copy sequences and repeat them.</p> <p>I can roll.</p> <p>I can travel in more than one way.</p> <p>I can balance.</p> <p>I can climb safely.</p> <p>I can stretch my body.</p> <p>I can curl my body.</p>			<p>I can link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>I am controlled and skilful in my action and movements.</p>	<p>I can select and combine my skills, techniques and ideas.</p> <p>I can apply my skills, techniques and ideas accurately, appropriately and consistently.</p> <p>I can show precision, control and fluency.</p>
<p><b>When performing, children draw on what they know about strategy, tactics and composition.</b></p> <p><b>INCERTS - D</b></p>			<p>I can plan, perform and repeat sequences.</p>	<p>I can make complex sequences that include changes in direction, level and speed.</p>	

Physical Education

Year 1 Year 2 Year3 Year 4 Year 5 Year 6

				<p>I can combine actions, shapes and balances in my gymnastic performance.</p> <p>My movements are clear, accurate and consistent.</p> <p>I can prepare and perform to an audience.</p>	
<p><b>Children modify and refine skills and techniques to improve their performance.</b></p> <p><b>INCERTS - D</b></p>		<p>I can use taught skills independently.</p>	<p>I can balance my body and control shapes.</p> <p>I can include changes in speed and level within sequences.</p> <p>I can work on improving strength and suppleness by practising stretches and shapes.</p>		<p>I can practise and perform with control.</p> <p>My movements include very controlled balances, shapes, levels and actions.</p> <p>I can link and adapt actions together into a well-timed sequence.</p>
	<b>Transition</b>	<b>LKS1</b>	<b>UKS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b><u>Outdoor and Adventurous</u></b>					
<p><b>Children select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</b></p> <p><b>INCERTS – A/G</b></p>				<p>I can link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>I can create controlled and skilful actions and movements.</p>	<p>I select and combine my skills, techniques and ideas.</p> <p>I can apply skills, techniques and ideas accurately, appropriately and consistently.</p> <p>I can show precision, control and fluency.</p>



Physical Education

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	Transition	LKS1	UKS1	LKS2	UKS2
<b>Athletics</b>					
<p><b>Children copy, repeat and explore simple skills and actions with basic control and co-ordination.</b></p> <p><b>INCERTS - A</b></p>	<p>I can copy actions.</p> <p>I can repeat and explore skills.</p> <p>I can move with some control and care.</p>	<p>I can copy and remember actions.</p> <p>I can repeat and explore skills.</p> <p>I can move with careful control, co-ordination and care.</p>			
<p><b>Children select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</b></p> <p><b>INCERTS - B</b></p>				<p>I can link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>I can be controlled and skilful in my action and movements.</p>	<p>I can select and combine my skills, techniques and ideas.</p> <p>I can apply my skills, techniques and ideas accurately, appropriately and consistently.</p> <p>I can show precision, control and fluency.</p>
<p><b>When performing, children draw on what they know about strategy, tactics and composition.</b></p> <p><b>INCERTS – C</b></p>			<p>I can run over a long-distance conserving energy.</p> <p>I have a range of throwing techniques (underarm, overarm, putting and hurling).</p>	<p>I can choose the best place for running.</p> <p>I can be controlled in take-off and landing when jumping.</p> <p>I can be accurate when throwing for distance.</p> <p>I can combine running and jumping well.</p>	<p>I can adapt my skills to different situations.</p> <p>I can follow event rules.</p>

Physical Education

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	Transition	LKS1	UKS1	LKS2	UKS2
<b>Swimming</b>					
<p>Children select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</p> <p>INCERTS – A</p>				<p>I can link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>I am controlled and skilful in my action and movements.</p>	<p>I can select and combine my skills, techniques and ideas.</p> <p>I can apply my skills, techniques and ideas accurately, appropriately and consistently.</p> <p>I can show precision, control and fluency.</p>
<p>When performing, children draw on what they know about strategy, tactics and composition.</p> <p>INCERTS – E &amp; F</p>				<p>I can swim between 50 and 100 metres.</p> <p>I can use breast, front crawl and back stroke styles confidently.</p> <p>My swimming uses arms and legs in a confident and co-ordinated manner.</p> <p>I can describe personal survival skills.</p>	
<p>Children modify and refine skills and techniques to improve their performance.</p> <p>INCERTS – E</p>				<p>I can swim over 100 metres.</p> <p>I swim fluently.</p> <p>I can use all three strokes with control and can sustain this for over 2 minutes.</p>	

Physical Education

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

				I can breathe so that the pattern of my swimming is not interrupted.	
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