



Reception

National Curriculum Targets

Physical education – key stages 1 and 2

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.

Key Stage one and Two national Curriculum Targets can be found at: [National Curriculum - Physical education key stages 1 to 2 \(publishing.service.gov.uk\)](https://www.gov.uk/national-curriculum/physical-education/key-stages-1-to-2)

Think

Think	Rules/Scoring	Understanding Movement and Skill	Effects of Exercise on the body	Healthy Eating	Muscles and Bones	Understanding Tactics	Self Care
Learning outcome DO	Can understand rules within an activity	Can identify the ABC's relating to movement	Can identify an effect of exercise on the body	Can identify that food gives us energy	Can identify that the body has different parts	Can play to win	Can get dressed and underdressed with support
Teaching Point	Can explain why rules are important	Can explain what is meant by agility	Can identify how the heart will feel after exercise	How do our bodies use energy	Can name 4 different body parts	Manage your emotions when in defeat	Can manage their own basic hygiene and personal needs including going to the toilet independently
Teaching Point	Can tell you the rules of a simple game	Can demonstrate a balance	Are able to identify that the body will sweat during exercise	Sugar gives our body short bursts of energy	Describe how you can use body parts in different sports/games eg, hands to catch	Can encourage team mates to try their best	Shows an understanding on the need for safety when using equipment
Teaching Point	Can show they can follow the rules of the activity	Can identify when you may use coordination in a game/sport	Are able to identify that you will become thirsty during exercise	Other foods such as bananas give us long lasting energy	Can identify that milk helps bones stronger	Are able to understand how to score points in different sports/games	Eats a range of healthy foods

Feel

Feel	Winning and Losing	Respect	Feel Good!	Sportsmanship	Being active	Leadership
Learning outcome DO	Can identify whether they have won or lost an activity	Can listen to instructions during an activity	Can identify that being active is fun	Can take part in an activity without falling out with other children	Can identify that being active is good for you	Can confidently take part in a led activity
Teaching Point	Can explain how you can win a simple game	Can show they can follow instructions	Can identify their favourite activity/game	Can recognise that its fun to be part of a team and work with others	That it is good for your body to be active and keep you fit	Can follow the rules of the activity
Teaching Point	Understands that it is just a game and that it doesn't matter if you have lost as long as you have enjoyed it!	Can explain what might happen if children don't follow the instructions – children may get confused, it may be unfair	Can demonstrate a fun attitude to activities/games	Is able to take turns and share while taking part in activities and games	Can name foods that are good for your body and foods that are bad for your body	Can accept when they are out of an activity

Athletics DO

National Curriculum	<ul style="list-style-type: none"> • Children can move confidently in a range of ways, safely negotiating space. <ul style="list-style-type: none"> • Can handle tools and equipment safely • Negotiates space successfully when playing racing and chasing games with other children adjusting speed or changing direction to avoid collisions or obstacles 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Running	Jumping	Throwing	Team Races	Match Up!
Learning outcome DO	Identify children’s current understanding of the topic	Demonstrate the difference between running and walking	Demonstrate the difference between jumping, hopping and skipping	Throw different sized objects for distance	Start and finish in a team race	Take part in an athletics event
Teaching Point	When making a movement make it look as close to what is being asked and define the movement	Children recognise that we move in different ways to help us travel at different speeds and in different directions	Use the balls of your feet when we are jumping, skipping and hopping	The size and shape of the object changes the way that we throw it	In a team game it is better to work together as a team rather than as one person alone	Encourage team mates to do their best
Teaching Point	When jumping start with bent knees	When we are running quickly we take big steps, when we run slowly we take smaller steps	Bending knees like springs when jumping	Look in the direction you want the object to go	Ensure you stick to the rules of the race	Encourage children to want to win the games/races
Teaching Point	When running in a team race it is important to know when it is the next persons turn so use a bean bag to help indicate this.	It is important that we push our arms forwards and backwards when we are running to help gain speed	Hopping is on one foot to the same foot	Swing your arm for more power when throwing	The child waiting to run must be looking and ready to go	Ensure that everyone is sticking to the rules
Teaching Point	Run to win, go as fast as you can	When we are running fast we should try to make our steps bigger by lifting our knees.	Skipping is one foot to the other foot	Release the object at the right time so that you are left pointing where you want the object to go	When running make sure that we are using our arms to help us go faster	
Teaching Point		When we are trying to run quickly to a point it helps to run in a straight line	When landing try to get your balance by bending your legs and staying on your feet			

Health Related Fitness (HRF) Dodgeball DO

National Curriculum	<ul style="list-style-type: none"> Can show good control over large and small movements <ul style="list-style-type: none"> Can catch a large ball Can show increasing control when throwing and catching 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Speed – Anaerobic Fitness	Strength	Endurance/Aerobic	Agility	Match Up!
Learning outcome DO	Use the rules and game format specific to the age group	Can run at full speed	Can keep their bodies from falling over when moving	Can run showing endurance	Can show agility when moving in an open space	Play an inter class competition to age specific games of dodgeball
Teaching Point	To understand the rules of the game	Push hard against the floor with the balls of your feet	We have to be strong to keep our bodies from falling over	Children to identify the difference between running a short distance and running for a long period of time, how does it make your body feel?	Avoid others and objects when moving by looking where you are going and taking small steps when approaching others	Children to understand how they can work as a team and encourage each other during a challenge
Teaching Point	Help children to understand that the teams that keep moving are those that do best	Keep your head up looking for the area to sprint to	In dodgeball throwing, dodging and picking up a ball all requires strength	We need endurance so that our bodies can keep going for a long period of time	Good agility will enable us to change direction quickly and dodge the ball	Use agility to dodge the ball, strength when throwing, speed when running into the middle and endurance to keep going when you are tired
Teaching Point	A moving target is harder target to hit	Use arms to drive their body to run at full speed. Push arms and legs fast	Having a wide stance helps us to be stronger	It is better to run in dodgeball when the balls have already been rolled	When dodging it is best to move away rather than towards	It is best to throw the ball from the front of the court to have a better chance of aiming
Teaching Point		Use long strides for greater sprints	If I become stronger will I be better at dodgeball?	It is better to move quickly in dodgeball and show good endurance throughout the game	Always look at the ball when you are dodging to avoid being hit or bumping into anyone	

FUNdamental Football DO

National Curriculum	<ul style="list-style-type: none"> Can show good control over large and small movements Can show increasing control over and object when kicking 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Passing	Receiving	Dribbling	Stealing and Defending	Shooting and Attacking
Learning outcome DO	Observe current understanding and introduce football	Can roll a ball to another child to stimulate a football with pass (with hands)	Can control a moving ball from the ground to stimulate receiving a football (with hands)	Can travel with a ball (with hands or feet)	Can effectively close another child down to steal a ball (with hands or feet)	Can shoot the ball at a stationary object (with hands)
Teaching Point	How should we move? Head up looking where we are going covering as much area as possible by changing directions quickly	Look at the player you are passing to	Call for the ball to receive it, show you are looking and use hand signals to communicate	Ensure you can see what is around you, keep your head up looking at the same time concentrating on controlling the ball	When we are defending we must keep our head up to see where the danger is	Ensure you keep your head up when shooting so you know where the goal is and if it is open
Teaching Point	When rolling the ball get some good power to make sure it hits a moving target	Try to pass it on by making it as easy as possible for the receiver to control it – into their feet with the right amount of power	When we receive the ball we have to stop the ball without letting it get away	Keep the ball close to your body so that you have full control of it, lots of little touches	When we are defending we must stay close to the other person	Its important children attack the open space in front of them to gain ground but make sure they don't get to close to the defender
Teaching Point	An attacker tries to score, a defender tries to stop them scoring	Ensure you are looking up and that your body is facing the target	When we receive the ball we need to be ready to make the next move – pass, shoot, dribble – make sure your head is up	When we are dribbling in open space we can hit the ball further away, when we are going near another player we need to do lots of little touches to keep it under control	When you see the ball is ready to steal, be quick in going for it	When you see the chance to score you must take it quickly
Teaching Point	Encourage the children to keep the ball close when using their feet	When attacking try to pass the ball forwards	When you ask for the ball make sure you are in a good position- not near anybody from the other team	Make sure you dribble around other players not into them otherwise they will steal the ball	Its not good to make contact with another player as the other team will get the ball because of the foul	

Invasion Games DO

National Curriculum	<ul style="list-style-type: none"> Can show good control and coordination in large and small movements <ul style="list-style-type: none"> Experiment with different ways of moving Can show increasing control over an object when pushing, patting, throwing, catching and kicking an object <ul style="list-style-type: none"> Can catch a large ball 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Dribbling	Passing	Receiving	Shooting	Match Up!
Learning outcome DO	Identify children’s current understanding of the topic	Dribble in different ways	Pass in different ways	Receive the ball in different ways against the body	Shoot in different ways	Actively take part in an invasion game
Teaching Point	Encourage the children to think of different ways we can move within invasion games encouraging fundamental movement skills	Understand what agility is- the ability to move quickly in different directions	Communicate when passing show and tell	It is important to be ready, looking up and communicating with other players	Children to recognise different invasion games and understand the importance of scoring	Look up and react
Teaching Point	What different invasion games can the children identify	Understand that when we are moving with a ball we must take more care in controlling our movement than when we are simply just running	Look who is available to pass to	When you are receiving get Spiderman hands ready (hands together, fingers apart with hands cupped)	Watch the ball first then watch the target you are aiming for	Try to stop with balance, bend your knees and stay low
Teaching Point	What skills can the children recognize that are needed for invasion games (passing, shooting, dribbling)	Head up so you can see where you are going but don’t loose sight of the ball	Point your body towards the target you are passing to	Tell and show others that you want the ball by turning to face the ball, using eye contact and having hands ready to present a target	Keep you balance when shooting	Be ready to react
Teaching Point		Small touches for control and as you become more confident speed up	Get the right power/weight on the ball when passing	Be ready and keep control	Point you body the way you are shooting	Keep your balance

Net/Wall Games DO

National Curriculum	<ul style="list-style-type: none"> Can show increasing control over an object when pushing, patting, throwing, catching and kicking an object <ul style="list-style-type: none"> Can catch a large ball Experiment with different ways of moving 				
Week	Week 1	Week 2	Week 3	Week 4	Week 5
Area	Introduction	Hit	Return	Serving	Match Up!
Learning outcome DO	Identify Children's current understanding of the topic	Can roll a ball underarm accurately to another child	Can stop and return a ball accurately using hands along the floor to another child	Can roll a ball underarm accurately to another child	Play a net/wall match appropriate to the child's age
Teaching Point	Get low to the ground, knees bent, keep your head up and stay light on the balls of your feet	Keep your head up looking where you want the bean bag to go	Keep your head up looking where you want the high 5 to go	Spiderman hands when catching the ball – fingers spread and watch the ball fall into your hands	Agility, balance and body control
Teaching Point	Look at the target you are aiming for	When rolling get low to the floor by bending your knees	When stopping the ball get low to the floor	Cheek of the racquet face looks at the target	Push the ball, racquet face to look at the target
Teaching Point	When rolling make sure you have enough speed on the ball but not too much	Straighten your arms as you roll	Wide hands as you go down to stop the ball	Try to use both sides of the racquet	Try to use both sides of the racquet
Teaching Point	Extend your arm when rolling	Swing through with your arm when throwing/rolling	Return the ball to the other goal quickly to catch the goalkeeper off guard	Push the ball, racquet face looks at the target	Cheek of the racquet face looks at the target
Teaching Point			When returning the ball aim away from the keeper making it hard for them to stop the goal		

Striking and Fielding Games DO

National Curriculum	<ul style="list-style-type: none"> • Can show increasing control over an object when pushing, patting, throwing, catching and kicking an object <ul style="list-style-type: none"> • Can catch a large ball • Experiment with different ways of moving 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Fielding Part 1 – Intercepting	Fielding Part 2 – Returning the ball	Batting	Bowling	Match Up!
Learning outcome DO	Observe current understanding and introduce a striking and fielding game	Can intercept a moving ball from the floor with 2 hands whilst stationary	Can perform a controlled roll from a stationary position	Can strike a stationary ball towards a target	Can under arm bowl a ball from a stationary position	Play a striking and fielding match appropriate to the children's ability
Teaching Point	Introduce what movements and actions are required for a striking and fielding game, encourage children to perform accurate actions	Band your knees to get low to the ball	Bend your knees and get low to the ground	Eyes on the ball, stand facing the object you are trying to hit	Keep moving around the area starting slow and getting faster	Eyes on the ball when trying to catch the ball
Teaching Point	Roll the ball gently to each other and be ready to stop the ball with your hands	Put your hands together and cup the ball with fingers pointing towards the floor	Fingers pointing towards the floor and arms to stay straight to the side of the body	Hold the bat with two hands, favorite hand at the bottom of the bat handle	Spread your legs one foot in front of the other body slightly to the side	Stand sideways on when you are batting the ball
Teaching Point	When batting the ball, hit into space	Lunge towards the ball	Lunge forward when rolling the ball	Stand sideways to your partner	Swing your arm from the back of your body to the front	Encourage your team to work together
Teaching Point		React quickly to where the ball is going		Eyes on the ball when hitting it	Follow through with the swing	

Gymnastics DO

National Curriculum	<ul style="list-style-type: none"> Moves freely with confidence in a range of ways such as slithering, shuffling, rolling, crawling, skipping, sliding and hopping <ul style="list-style-type: none"> Can hop confidently and skip in time to music Can show good control and coordination in large and small movements 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Shapes	Travel	Balance	Rolling	Jumping	Rhythmic
Learning outcome DO	Can perform basic shapes and select their favourite shapes to demonstrate	To be able to identify 4 different ways of travelling	To be able to perform basic balances with control and confidence	To perform a basic log roll and rock and roll	To be able to perform basic jumps and landing techniques	Can perform a basic sequence using rhythmic apparatus
Teaching Point	Straight- Body tall, legs together, arms stretched beside ears.	Make sure the children are aware of what is around them when travelling so they don't bump into one another.	Squeeze body tight to hold balances	Keep their head tucked in when performing a rock and roll	Children should be landing with knees bent in a squat position which can be know as a chair or toilet to help the children remember	Can they incorporate different ways of travelling, balancing and shapes that they have learnt in previous weeks while using the equipment?
Teaching Point	Tuck- Curl knees into chest, hold on to shins with legs together.	If the children are jumping make sure they are landing with bent knees.	Focus on something around the room to help you to balance.	Keep knees and legs together when performing a log roll.	Encourage children to use 2 and 1 footed take offs	Allow the children to explore different animals they could be and how they might move.
Teaching Point	Star- Arms and Legs stretched out wide as far away from each other.	Allow children to think about how that animal will move, eg kangaroo big jumps, rabbit smaller jumps.	Use different body parts each time they perform a balance	Squeeze body tight when performing a roll to keep in control.	Straight jump they should have arms straight, legs together as they jump. Tuck jumps knees should be coming up as close to their tummies as they can keeping their legs together. Star jump arms and legs should be spread as wide as they can.	Chair landing position should be with bent knees nice and low arms stretched out in front for balance.

Dance DO

N.C	<ul style="list-style-type: none"> • Moves freely with confidence in a range of ways such as slithering, shuffling, rolling, crawling, skipping, sliding and hopping <ul style="list-style-type: none"> • Can hop confidently and skip in time to music • Can show good control and coordination in large and small movements 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Timing of movements	Creating Movements	Movement Patterns	Movement Pathways	Perform
Learning outcome DO	Introduction to basic movement to music	Moving In time to happy and sad music	Experiment with different ways of moving	Experiment with actions at different levels	Moving around as different characters to the music	To perform the movements associated with a theme
Teaching Point	Should the Superheroes moves be light or heavy depending on the character the are portraying.	Have the music on low to give atmosphere (but to allow the children to hear the instructions being given.)	The movement can change and so can the levels used.	Ask the children to think of other reasons their superhero might need to be low to the ground or high up in the sky	Children are to take it in turns between them and their partner.	Explain that they are telling a story through their movements, so they need to make sure we know what superhero they are.
Teaching Point	Arms straight and stretched where applicable.	Think about the superhero powers that your hero has and how these could be used against the supervillain.	Remind children to express the words they have chosen in the way they perform their actions.	Low level moves might include a roll, a crawl, a balance.	Each person should produce two ways each of travelling to make up their 4 favorite moves.	Ensure that the moves are strong and complete
Teaching Point	The first few times, the teacher can do the movements as they say them, and the children recall them afterwards (as a memory game.)	Think about how the supervillain may act and move. Are they a happy character or a sad character? Do they have any evil powers they may try to use against the hero?	Try to stay in time with the rest of the group for each of the moves.	High level moves might include a jump, a leap.	Everyone needs to be doing the same move at the same time in time with the music	Allow the kids to be mini coaches, ask them what they liked about the other children's performances and what they could improve on.