

Weaving PE Knowledge, Skills and Understanding into the new National Curriculum

Key Stage 1:
PE



National Curriculum Requirements of PE at 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 co-ordination, 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

Knowledge, Skills and Understanding breakdown for Physical Education

Year 1

Acquiring and developing skills	Evaluating and improving	Health and fitness
<ul style="list-style-type: none"> • Can they copy actions? • Can they repeat actions and skills? • Can they move with control and care? 	<ul style="list-style-type: none"> • Can they talk about what they have done? • Can they describe what other people did? 	<ul style="list-style-type: none"> • Can they describe how their body feels before, during and after an activity?
Dance (also covered in Dance section)	Games	Gymnastics
<ul style="list-style-type: none"> • Can they move to music? • Can they copy dance moves? • Can they perform some dance moves? • Can they make up a short dance? • Can they move around the space safely? 	<ul style="list-style-type: none"> • Can they throw underarm? • Can they roll a piece of equipment? • Can they hit a ball with a bat? • Can they move and stop safely? • Can they catch with both hands? • Can they throw in different ways? • Can they kick in different ways? 	<ul style="list-style-type: none"> • Can they make their body tense, relaxed, curled and stretched? • Can they control their body when travelling? • Can they control their body when balancing? • Can they copy sequences and repeat them? • Can they roll in different ways? • Can they travel in different ways? • Can they balance in different ways? • Can they climb safely? • Can they stretch in different ways? • Can they curl in different ways?

Knowledge, Skills and Understanding breakdown for Physical Education

Year 2

Acquiring and developing skills	Evaluating and improving	Health and fitness
<ul style="list-style-type: none"> • Can they copy and remember actions? • Can they repeat and explore actions with control and coordination? 	<ul style="list-style-type: none"> • Can they talk about what is different between what they did and what someone else did? • Can they say how they could improve? 	<ul style="list-style-type: none"> • Can they show how to exercise safely? • Can they describe how their body feels during different activities? • Can they explain what their body needs to keep healthy?
Dance (also covered in Dance section)	Games	Gymnastics
<ul style="list-style-type: none"> • Can they dance imaginatively? • Can they change rhythm, speed, level and direction? • Can they dance with control and co-ordination? • Can they make a sequence by linking sections together? • Can they link some movements to show a mood or feeling? 	<ul style="list-style-type: none"> • Can they use hitting, kicking and/or rolling in a game? • Can they stay in a 'zone' during a game? • Can they decide where the best place to be is during a game? • Can they use one tactic in a game? • Can they follow rules? 	<ul style="list-style-type: none"> • Can they plan and show a sequence of movements? • Can they use contrast in their sequences? • Are their movements controlled? • Can they think of more than one way to create a sequence which follows a set of 'rules'? • Can they work on their own and with a partner to create a sequence?

Weaving PE Knowledge, Skills and Understanding into the new National Curriculum

Key Stage 2:
PE



National Curriculum Requirements of PE at Key Stage 2

Pupils should continue to implement 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, catching and throwing 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 gymnastics and athletics)
- 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.

Swimming and water safety

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.

In particular, pupils should be taught to:

- 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.

Knowledge, Skills and Understanding breakdown for Physical Education

Year 3

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance (also covered in Dance section)
<ul style="list-style-type: none"> • Can they select and use the most appropriate skills, actions or ideas? • Can they move and use actions with co-ordination and control? 	<ul style="list-style-type: none"> • Can they explain how their work is similar and different from that of others? • With help, do they recognise how performances could be improved? 	<ul style="list-style-type: none"> • Can they explain why it is important to warm-up and cool-down? • Can they identify some muscle groups used in gymnastic activities? 	<ul style="list-style-type: none"> • Can they improvise freely, translating ideas from a stimulus into movement? • Can they share and create phrases with a partner and in small groups? • Can they repeat, remember and perform these phrases in a dance?
Games	Gymnastics	Athletics	Outdoor/ adventurous
<ul style="list-style-type: none"> • Can they throw and catch with control when under limited pressure? • Are they aware of space and use it to support team-mates and cause problems for the opposition? • Do they know and use rules fairly to keep games going? • Can they keep possession with some success when using equipment that is not used for throwing and catching skills? 	<ul style="list-style-type: none"> • Can they use a greater number of their own ideas for movement in response to a task? • Can they adapt sequences to suit different types of apparatus and their partner's ability? • Can they explain how strength and suppleness affect performances? • Can they compare and contrast gymnastic sequences, commenting on similarities and differences? 	<ul style="list-style-type: none"> • Can they run at fast, medium and slow speeds, changing speed and direction? • Can they link running and jumping activities with some fluency, control and consistency? • Can they make up and repeat a short sequence of linked jumps? • Can they take part in a relay activity, remembering when to run and what to do? • Do they throw a variety of objects, changing their action for accuracy and distance? 	<ul style="list-style-type: none"> • Can they follow a map in a familiar context? • Can they move from one location to another following a map? • Can they use clues to follow a route? • Can they follow a route safely?

Knowledge, Skills and Understanding breakdown for Physical Education

Year 4

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance (also covered in Dance section)
<ul style="list-style-type: none"> • Can they select and use the most appropriate skills, actions or ideas? • Can they move and use actions with co-ordination and control? • Can they make up their own small-sided game? 	<ul style="list-style-type: none"> • Can they explain how their work is similar and different from that of others? • Can they use their comparison to improve their work? 	<ul style="list-style-type: none"> • Can they explain why warming up is important? • Can they explain why keeping fit is good for their health? 	<ul style="list-style-type: none"> • Can they take the lead when working with a partner or group? • Can they use dance to communicate an idea? • Can they work on their movements and refine them? • Is their dance clear and fluent?
Games	Gymnastics	Athletics	Outdoor/ adventurous
<ul style="list-style-type: none"> • Can they catch with one hand? • Can they throw and catch accurately? • Can they hit a ball accurately and with control? • Can they keep possession of the ball? • Can they move to find a space when they are not in possession during a game? • Can they vary tactics and adapt skills according to what is happening? 	<ul style="list-style-type: none"> • Can they work in a controlled way? • Can they include change of speed? • Can they include change of direction? • Can they include range of shapes? • Can they follow a set of 'rules' to produce a sequence? • Can they work with a partner to create, repeat and improve a sequence with at least three phases? 	<ul style="list-style-type: none"> • Can they run over a long distance? • Can they spring over a short distance? • Can they throw in different ways? • Can they hit a target? • Can they jump in different ways? 	<ul style="list-style-type: none"> • Can they follow a map in a more demanding familiar context? • Can they move from one location to another following a map? • Can they use clues to follow a route? • Can they follow a route accurately, safely and within a time limit?

Knowledge, Skills and Understanding breakdown for Physical Education

Year 5

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance (also covered in Dance section)
<ul style="list-style-type: none"> • Can they link skills, techniques and ideas and apply them accurately and appropriately? • Do they show good control in their movements? 	<ul style="list-style-type: none"> • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? 	<ul style="list-style-type: none"> • Can they explain some important safety principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important? 	<ul style="list-style-type: none"> • Can they compose their own dances in a creative and imaginative way? • Can they perform to an accompaniment, expressively and sensitively? • Are their movements controlled? • Does their dance show clarity, fluency, accuracy and consistency?
Games	Gymnastics	Athletics	Outdoor/ adventurous
<ul style="list-style-type: none"> • Can they gain possession by working as a team? • Can they pass in different ways? • Can they use forehand and backhand with a racquet? • Can they field? • Can they choose the best tactics for attacking and defending? • Can they use a number of techniques to pass, dribble and shoot? 	<ul style="list-style-type: none"> • Can they make complex or extended sequences? • Can they combine action, balance and shape? • Can they perform consistently to different audiences? • Are their movements accurate, clear and consistent? 	<ul style="list-style-type: none"> • Are they controlled when taking off and landing in a jump? • Can they throw with accuracy? • Can they combine running and jumping? • Can they follow specific rules? 	<ul style="list-style-type: none"> • Can they follow a map in an unknown location? • Can they use clues and compass directions to navigate a route? • Can they change their route if there is a problem? • Can they change their plan if they get new information?

Knowledge, Skills and Understanding breakdown for Physical Education

Year 6

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance (also covered in Dance section)
<ul style="list-style-type: none"> • Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency? 	<ul style="list-style-type: none"> • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? 	<ul style="list-style-type: none"> • Can they explain how the body reacts to different kinds of exercise? • Can they choose appropriate warm ups and cool downs? • Can they explain why we need regular and safe exercise? 	<ul style="list-style-type: none"> • Can they develop imaginative dances in a specific style? • Can they choose their own music, style and dance?
Games	Gymnastics	Athletics	Outdoor/ adventurous
<ul style="list-style-type: none"> • Can they explain complicated rules? • Can they make a team plan and communicate it to others? • Can they lead others in a game situation? 	<ul style="list-style-type: none"> • Do they combine their own work with that of others? • Can they link their sequences to specific timings? 	<ul style="list-style-type: none"> • Can they demonstrate stamina? • Can they use their skills in different situations? 	<ul style="list-style-type: none"> • Can they plan a route and series of clues for someone else? • Can they plan with others taking account of safety and danger?

Knowledge, Skills and Understanding breakdown for Physical Education

Swimming

Lower attainers

- Can they swim between 25 and 50 metres unaided?
- Can they keep swimming for 30 to 45 seconds, using swimming aids and support?
- Can they use a variety of basic arm and leg actions when on their front and on their back?
- Can they swim on the surface and lower themselves under water?
- Can they take part in group problem-solving activities on personal survival?
- Do they recognise how their body reacts and feels when swimming?
- Can they recognise and concentrate on what they need to improve?

Mid attainers

- Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds?
- Do they use 3 different strokes, swimming on their front and back?
- Can they control their breathing?
- Can they swim confidently and fluently on the surface and under water?
- Do they work well in groups to solve specific problems and challenges, sharing out the work fairly?
- Do they recognise how swimming affects their body, and pace their efforts to meet different challenges?
- Can they suggest activities and practices to help improve their own performance?

Higher attainers

- Can they swim further than 100 metres?
- Can they swim fluently and confidently for over 90 seconds?
- Do they use all 3 strokes with control?
- Can they swim short distances using butterfly?
- Do they breathe so that the pattern of their swimming is not interrupted?
- Can they perform a wide range of personal survival techniques confidently?
- Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges?
- Can they describe good swimming technique and show and explain it to others?

Weaving Dance Knowledge, Skills and Understanding into the new National Curriculum

**Key Stage 1:
Dance**



National Curriculum Requirements of Dance at Key Stage 1

Pupils should be taught to:

- perform dances using simple movement patterns

Knowledge, Skills and Understanding breakdown for Dance

Year 1

- Can they explore and perform basic body actions?;
- Do they use different parts of the body singly and in combination?;
- Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance?;
- Do they choose appropriate movements for different dance ideas?;
- Can they remember and repeat short dance phrases and simple dances?;
- Do they move with control?;
- Do they vary the way they use space?;
- Do they describe how their lungs and heart work when dancing?;
- Do they describe basic body actions and simple expressive and dynamic qualities of movement?

Year 1 (Challenging)

- Can they perform more complicated combinations of movement fluently and with control?;
- Can they perform clearly and expressively?;
- Do they show an awareness of phrasing and music?;
- Can they choose movements that show a clear understanding of the dance idea?;
- Can they say why their heart beats faster and their temperature rises when dancing?;
- Do they talk about dance using a range of descriptive language?

Knowledge, Skills and Understanding breakdown for Dance

Year 2

- Can they perform body actions with control and co-ordination?
- Can they choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling?
- Can they link actions?
- Can they remember and repeat dance phrases?
- Can they perform short dances, showing an understanding of expressive qualities?
- Can they describe the mood, feelings and expressive qualities of dance?
- Can they describe how dancing affects their body?
- Do they know why it is important to be active?
- Can they suggest ways they could improve their work?

Year 2 (Challenging)

- Can they create, improve and perform more complex dance phrases?
- Do they perform short dances, linking actions fluently and with control?
- Can they use dynamic and expressive qualities clearly in their dance?
- Can they use some simple dance vocabulary to describe and interpret dance?
- Do they know how particular activities can help them to be healthy?

Weaving Dance Knowledge, Skills and Understanding into the new National Curriculum

**Key Stage 2:
Dance**



National Curriculum Requirements of Dance at Key Stage 2

Pupils should be taught to:

- perform dances using a range of movement patterns

Knowledge, Skills and Understanding breakdown for Dance

Year 3

- Do they improvise freely, translating ideas from a stimulus into movement?
- Can they create dance phrases that communicate ideas?
- Do they share and create phrases with a partner and in small groups?
- Can they repeat, remember and perform these phrases in a dance?
- Do they use dynamic, rhythmic and expressive qualities clearly and with control?
- Do they understand the importance of warming-up and cooling-down?
- Do they recognise and talk about the movements used and the expressive qualities of dance?
- Can they suggest improvements to their own and other people's dances?

Year 3 (Challenging)

- Do they use a wide range of movements when improvising?
- Can they choose appropriate movements to express the idea, mood and feeling of a dance?
- Can they take the lead when creating dances with a partner or in a group?
- Do they show a greater understanding of how to compose dance phrases?
- Can they show greater fluency and control in their movements?
- Do they interpret rhythm well, using a range of musical accompaniments?
- Do they interpret and express their thoughts clearly when talking about dance?
- Can they make appropriate suggestions about how work could be improved?

Knowledge, Skills and Understanding breakdown for Dance

Year 4

- Can they respond imaginatively to a range of stimuli related to character and narrative?
- Do they use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group?
- Can they refine, repeat and remember dance phrases and dances?
- Can they perform dances clearly and fluently?
- Can they show sensitivity to the dance idea and the accompaniment?
- Do they show a clear understanding of how to warm-up and cool-down safely?
- Do they describe, interpret and evaluate dance, using appropriate language?

Year 4 (Challenging)

- Can they structure and vary longer dances?
- Do they develop movement ideas for others?
- Do they show a good sense of rhythm and style when performing?
- Can they remember and perform a range of warm-up and cool-down activities?
- Can they give reasons why physical activity is good for health?
- Do they use a range of dance vocabulary to describe, interpret and evaluate dance?

Knowledge, Skills and Understanding breakdown for Dance

Year 5

- Do they plan and perform dances confidently?
- Can they compose motifs and plan dances creatively and collaboratively in groups?
- Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use?
- Can they perform different styles of dance clearly and fluently?
- Do they organise their own warm-up and cool-down exercises?
- Do they show an understanding of safe exercising?
- Can they recognise and comment on dances, showing an understanding of style?
- Can they suggest ways to improve their own and other people's work?

Year 5 (Challenging)

- Do they use their understanding of composition to create dance phrases for themselves and others in their group?
- Do they use their knowledge of dance to adapt their skills to meet the demands of a range of dance styles?
- Can they show expression in their dances and sensitivity to music?
- Can they organise their own warm-up and cool-down exercises?
- Can they show that they understand why warming-up is important for a good performance?
- Can they identify the form and structure of a dance?
- Can they make imaginative suggestions as to how to improve their own and other people's work?

Knowledge, Skills and Understanding breakdown for Dance

Year 6

- Can they work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dances?
- Can they perform to an accompaniment expressively and sensitively?
- Can they perform dances fluently and with control?
- Can they warm-up and cool-down independently?
- Do they understand how dance helps to keep them healthy?
- Do they use appropriate criteria to evaluate and refine their own and others' work?
- Do they talk about dance with understanding, using appropriate language and terminology?

Year 6 (Challenging)

- Can they interpret different stimuli with imagination and flair?
- Can they create, refine and structure movements and patterns with artistic understanding?
- Can they communicate the artistic intention of a dance clearly, fluently, musically and with control?
- Do they take the lead when working in a group?
- Can they help others to refine and structure movements and patterns?
- Do they understand why dancing is good for their health?
- Can they organise their own warm-up and cool-down activities to prepare for, and recover from, dance?
- Do they describe, interpret and evaluate dance, using appropriate language and terminology?