

## NATIONAL CURRICULUM: PHYSICAL EDUCATION

### Analysis of Progression across the Key Stages

The following table details the requirements of the National Curriculum as well as the progression in learning across the Key Stages under key headings identified within the new curriculum.

The Key Stage statements of 'what children should achieve' at each Key Stage are shown in **black**.

Reference to 'what pupils should be taught' is shown in **red**.

As can be seen from the table, progression is more evident in some areas than in others. Teachers are encouraged to consider how any 'gaps' in progression might be addressed within their PE curricula to try to achieve as much coherence and continuity in pupils' learning across the breadth of the subject and the Key Stages as possible.

	<b>Purpose of Study</b> <i>Aims (italics)</i>	<b>KS1</b>	<b>KS2</b>
<b>Movement</b>	<i>Develop competence to excel in a broad range of physical activities</i>	Develop fundamental movement skills, becoming increasingly confident and competent <b>Master basic movements such as running, jumping, throwing and catching</b>	Continue to apply and develop a broader range of skills  <b>Use running, jumping, throwing and catching in isolation and in combination</b>
<b>Using skills, techniques</b>		Access a broad range of opportunities to extend their agility, balance and coordination  <b>Developing balance, agility and coordination</b>	Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement  <b>Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics</b>

<b>Range of activities application</b>		<b>Begin to apply basic movements in a range of activities</b>	<b>..... and in combination</b>
<b>Dance</b>		<b>Perform dances using simple movement patterns</b>	<b>Perform dances using a range of movement patterns</b>
<b>Cooperation (social)</b>	Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect	(work) individually and with others. Engage in cooperative physical activities	(enjoy) communicating, collaborating with each other  <b>...and within a team</b>

<b>Competition</b>	A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport...  <i>Engage in competitive sports and activities</i>	Engage in competitive physical activities (both against self and against others)	(enjoy) competing with each other
<b>Games</b>		Participate in team games	Play competitive games, modified where appropriate
<b>Tactics Attack/defend</b>		Developing simple tactics for attacking and defending	Apply basic principles suitable for attacking and defending
<b>Challenge</b>	...succeed and excel (in competitive sport) and other physically demanding activities	Range of increasingly challenging situations physical activities and sports Take part in OAA challenges both individually and within a team	Develop an understanding of how to improve in different
<b>Analysis and evaluation</b>			Learn how to evaluate and recognise their own success  Compare their performances with previous ones and demonstrate improvement to achieve their personal best
<b>Preparation for life and participation</b>	It should provide opportunities for pupils to become physically confident in a way, which supports their health and fitness	Access a broad range of opportunities	
<b>Health and Fitness</b>	Are physically active for sustained periods of time  Lead healthy, active lives		

<b>Swimming</b>			Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke Perform safe selfrescue in different water-based situations
-----------------	--	--	---