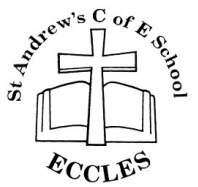


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The national curriculum for teaching P.E should ensure that when 'evaluating and improving performance', connections are made between 'developing, selecting and applying skills, tactics and compositional ideas', and 'fitness and health'.

	Autumn	Spring	Summer
Key Stage 1			
<p>Key Stage 1 pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations.</p> <p>The skill sets which must be taught are :</p> <p style="text-align: center;"><i>Acquiring and developing skills</i> <i>Selecting and applying skills, tactics and compositional ideas</i> <i>Evaluating and improving performance</i> <i>Knowledge and understanding of fitness and health</i></p> <p>During the key stage, pupils should be taught the knowledge, skills and understanding through five areas of activity : a. dance activities b. games activities c. gymnastic activities and two activity areas from: d. swimming activities and water safety e. athletic activities f. outdoor and adventurous activities</p>			
Year 1/2	<p style="text-align: center;">Places People Go-A</p> <p>Invasion - Outdoor Games <i>Pupils should be taught to:</i> a. travel with, send and receive a ball and other equipment in different ways b. develop these skills for simple net, striking/fielding and invasion-type games c. play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.</p> <p>Dance : <i>Pupils should be taught to:</i> a. use movement imaginatively, responding to stimuli, including music, and performing basic skills [for example, travelling, being still, making a shape, jumping, turning and gesturing] b. change the rhythm, speed, level and direction of their movements c. create and perform dances using simple movement patterns, including those from different times and cultures d. express and communicate ideas and feelings.</p>	<p style="text-align: center;">Build It Up-A</p> <p>Gymnastics <i>Pupils should be taught to:</i> a. perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus b. develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling] c. choose and link skills and actions in short movement phrases d. create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.</p> <p>Invasion Games – Striking and Fielding <i>Pupils should be taught to:</i> a. travel with, send and receive a ball and other equipment in different ways b. develop these skills for simple net, striking/fielding and invasion-type games c. play simple, competitive net, striking/fielding and</p>	<p style="text-align: center;">Animal Kingdom - A</p> <p>Athletics <i>Pupils should be taught to:</i> a. take part in and design challenges and competitions that call for precision, speed, power or stamina b. use running, jumping and throwing skills both singly and in combination c. pace themselves in these challenges and competitions.</p> <p>Invasion Games – Net and Wall Games <i>Pupils should be taught to:</i> a. travel with, send and receive a ball and other equipment in different ways b. develop these skills for simple net, striking/fielding and invasion-type games c. play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.</p>

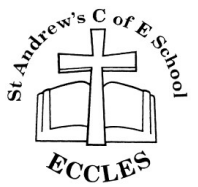


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	Outdoor and Adventure	<i>invasion-type games that they and others have made, using simple tactics for attacking and defending.</i>	
Year 1/2	How are You?-B As Above	Let's Play! (Toys)-B As Above <i>Links to Science : Life processes and living things: Humans and other animals 2. During the key stage, pupils should be taught: c. that taking exercise and eating the right types and amounts of food help humans to keep healthy</i>	Flowers and Insects-B As Above <i>Movement e. that humans and some other animals have skeletons and muscles to support and protect their bodies and to help them to move</i>
<p>Key Stage 2</p> <p>During Key Stage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.</p> <p><i>Acquiring and developing skills Selecting and applying skills, tactics and compositional ideas Evaluating and improving performance Knowledge and understanding of fitness and health</i></p> <p>During the key stage, pupils should be taught the knowledge, skills and understanding through five areas of activity : a. dance activities b. games activities c. gymnastic activities and two activity areas from: d. swimming activities and water safety e. athletic activities f. outdoor and adventurous activities</p>			
Year 3	Active Planet Volcanoes and earthquakes-A Games – Striking and Fielding <i>Pupils should be taught to: a. play and make up small-sided and modified competitive net, striking/fielding and invasion games b. use skills and tactics and apply basic principles suitable for attacking and defending c. work with others to organise and keep the games going.</i>	Saving the World Rainforests-A Gymnastics <i>Pupils should be taught to: a. create and perform fluent sequences on the floor and using apparatus b. include variations in level, speed and direction in their sequences.</i> Games – Net and Wall <i>Pupils should be taught to:</i>	Do you Live Around Here?-A Outdoor Games – Invasion <i>Pupils should be taught to: a. play and make up small-sided and modified competitive net, striking/fielding and invasion games b. use skills and tactics and apply basic principles suitable for attacking and defending c. work with others to organise and keep the games going.</i>

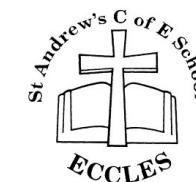
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	<p>Dance Pupils should be taught to:</p> <ul style="list-style-type: none"> a. create and perform dances using a range of movement patterns, including those from different times, places and cultures b. respond to a range of stimuli and accompaniment. 	<ul style="list-style-type: none"> a. play and make up small-sided and modified competitive net, striking/fielding and invasion games b. use skills and tactics and apply basic principles suitable for attacking and defending c. work with others to organise and keep the games going. <p>Swimming Pupils should be taught to:</p> <ul style="list-style-type: none"> a. pace themselves in floating and swimming challenges related to speed, distance and personal survival b. swim unaided for a sustained period of time over a distance of at least 25m c. use recognised arm and leg actions, lying on their front and back d. use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving]. 	<p>Swimming Pupils should be taught to:</p> <ul style="list-style-type: none"> a. pace themselves in floating and swimming challenges related to speed, distance and personal survival b. swim unaided for a sustained period of time over a distance of at least 25m c. use recognised arm and leg actions, lying on their front and back d. use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving]. <p>Athletics Pupils should be taught to:</p> <ul style="list-style-type: none"> a. take part in and design challenges and competitions that call for precision, speed, power or stamina b. use running, jumping and throwing skills both singly and in combination c. pace themselves in these challenges and competitions.
<p>Year 4</p>	<p>Outdoor Games – Invasion – Rugby Pupils should be taught to:</p> <ul style="list-style-type: none"> a. play and make up small-sided and modified competitive net, striking/fielding and invasion games b. use skills and tactics and apply basic principles suitable for attacking and defending c. work with others to organise and keep the games going. <p>Dance Pupils should be taught to:</p> <ul style="list-style-type: none"> a. create and perform dances using a range of 	<p>Gymnastics Pupils should be taught to:</p> <ul style="list-style-type: none"> a. create and perform fluent sequences on the floor and using apparatus b. include variations in level, speed and direction in their sequences. <p>Outdoor and Adventure Pupils should be taught to:</p> <ul style="list-style-type: none"> a. take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments b. use a range of orienteering and problem-solving 	<p>Games – Net and Wall Pupils should be taught to:</p> <ul style="list-style-type: none"> a. play and make up small-sided and modified competitive net, striking/fielding and invasion games b. use skills and tactics and apply basic principles suitable for attacking and defending c. work with others to organise and keep the games going. <p>Athletics Pupils should be taught to:</p> <ul style="list-style-type: none"> a. take part in and design challenges and competitions that call for precision, speed, power or stamina



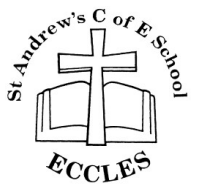
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	<p><i>movement patterns, including those from different times, places and cultures</i></p> <p><i>b. respond to a range of stimuli and accompaniment.</i></p>	<p><i>skills</i></p> <p><i>c. work with others to meet the challenges.</i></p> <p>Games – Striking and Fielding - Cricket</p>	<p><i>b. use running, jumping and throwing skills both singly and in combination</i></p> <p><i>c. pace themselves in these challenges and competitions.</i></p>	
Year 5	<p style="text-align: center;">Echoes of Eccles</p> <p>Outdoor Games – Invasion – Football <i>Pupils should be taught to:</i></p> <p><i>a. play and make up small-sided and modified competitive net, striking/fielding and invasion games</i></p> <p><i>b. use skills and tactics and apply basic principles suitable for attacking and defending</i></p> <p><i>c. work with others to organise and keep the games going.</i></p> <p>Swimming <i>Pupils should be taught to:</i></p> <p><i>a. pace themselves in floating and swimming challenges related to speed, distance and personal survival</i></p> <p><i>b. swim unaided for a sustained period of time over a distance of at least 25m</i></p> <p><i>c. use recognised arm and leg actions, lying on their front and back</i></p> <p><i>d. use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].</i></p> <p>Dance <i>Pupils should be taught to:</i></p> <p><i>a. create and perform dances using a range of movement patterns, including those from different times, places and cultures</i></p> <p><i>b. respond to a range of stimuli and accompaniment.</i></p>	<p style="text-align: center;">All the Fun of the Fair</p> <p>Gymnastics <i>Pupils should be taught to:</i></p> <p><i>a. create and perform fluent sequences on the floor and using apparatus</i></p> <p><i>b. include variations in level, speed and direction in their sequences.</i></p> <p>Swimming <i>Pupils should be taught to:</i></p> <p><i>a. pace themselves in floating and swimming challenges related to speed, distance and personal survival</i></p> <p><i>b. swim unaided for a sustained period of time over a distance of at least 25m</i></p> <p><i>c. use recognised arm and leg actions, lying on their front and back</i></p> <p><i>d. use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].</i></p> <p>Games – Striking and Fielding <i>Pupils should be taught to:</i></p> <p><i>a. play and make up small-sided and modified competitive net, striking/fielding and invasion games</i></p> <p><i>b. use skills and tactics and apply basic principles suitable for attacking and defending</i></p> <p><i>c. work with others to organise and keep the games going.</i></p>	<p style="text-align: center;">Mission to Mars</p> <p>Gymnastics <i>Pupils should be taught to:</i></p> <p><i>a. create and perform fluent sequences on the floor and using apparatus</i></p> <p><i>b. include variations in level, speed and direction in their sequences.</i></p> <p>Athletics <i>Pupils should be taught to:</i></p> <p><i>a. take part in and design challenges and competitions that call for precision, speed, power or stamina</i></p> <p><i>b. use running, jumping and throwing skills both singly and in combination</i></p> <p><i>c. pace themselves in these challenges and competitions.</i></p>	
Year 6	<p style="text-align: center;">Time Travellers</p> <p>Outdoor and Adventure</p>	<p style="text-align: center;">Intrepid Explorers</p> <p>Gymnastics</p>	<p style="text-align: center;">The Big Science Project</p> <p>Games – Striking and Fielding –</p>	<p style="text-align: center;">Safety at Sea</p> <p>Athletics</p>



	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> a. take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments b. use a range of orienteering and problem-solving skills c. work with others to meet the challenges. <p>Outdoor Games – Invasion – Netball</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> a. play and make up small-sided and modified competitive net, striking/fielding and invasion games b. use skills and tactics and apply basic principles suitable for attacking and defending c. work with others to organise and keep the games going. <p>Dance</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> a. create and perform dances using a range of movement patterns, including those from different times, places and cultures b. respond to a range of stimuli and accompaniment. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> a. create and perform fluent sequences on the floor and using apparatus b. include variations in level, speed and direction in their sequences. <p>Games – Net and Wall – Badminton</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> a. play and make up small-sided and modified competitive net, striking/fielding and invasion games b. use skills and tactics and apply basic principles suitable for attacking and defending c. work with others to organise and keep the games going. 	<p>Cricket</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> a. play and make up small-sided and modified competitive net, striking/fielding and invasion games b. use skills and tactics and apply basic principles suitable for attacking and defending c. work with others to organise and keep the games going. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> a. take part in and design challenges and competitions that call for precision, speed, power or stamina b. use running, jumping and throwing skills both singly and in combination c. pace themselves in these challenges and competitions.
	<p>Links to Science : Sc2 Life processes and living things: Humans and other animals</p> <p>2. Pupils should be taught:</p> <p><i>Circulation</i></p> <ul style="list-style-type: none"> c. that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs d. about the effect of exercise and rest on pulse rate <p><i>Movement</i></p>			

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	<p><i>e. that humans and some other animals have skeletons and muscles to support and protect their bodies and to help them to move</i></p> <p><i>Health</i></p> <p><i>h. about the importance of exercise for good health</i></p>			
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