

PHYSICAL EDUCATION

KEY STAGE 2

The minimum content for Physical Education is set out below.

Teachers should provide opportunities for pupils to develop knowledge, understanding and skills in:

Athletics

Pupils should be enabled to

- participate in activities and physical challenges to learn, understand and continue to develop the core skills of running, jumping and throwing in a co-operative and competitive context using a variety of equipment;
- progress from simple running, jumping and throwing activities towards becoming involved in more difficult personal challenges and through them, improving performance;
- practise running over short and long distances;
- practise jumping for height and distance;
- practise throwing activities for accuracy and distance from a stationary position to a controlled run-up;
- record and analyse personal performance in a variety of ways.

Dance

Pupils should be enabled to:

- progress from using simple movements and gestures, towards developing these into a structured, sequenced and co-ordinated set of movements using variables such as space, direction and speed;
- develop their movements progressively individually; in pairs; in trios; small groups; and larger groups.
- develop more effective use of space levels, directions, speed and strength
- move with increased control, co-ordination and poise, using a variety of actions and gestures which communicate ideas and feelings;
- create, practise and perform movement sequences, using a variety of stimuli and to an audience;
- structure dances with clear beginnings, middles and ends;
- perform a selection of simple folk dances.

Games

Pupils should be enabled to:

- progress from developing individual skills and partner activities and games to suitable small-sided, adapted and mini-games through both co-operative and then competitive play;
- develop control in running, jumping, changing speed, stopping and starting, with and without small equipment;
- improve their skills of handling, hitting and kicking using a variety of equipment and progress from developing individual skills and partner activities and games to suitable small-sided adapted and mini games through both co-operative and then competitive play;
- develop an understanding of, and participate in, small-sided, adapted and mini games.

Gymnastics

Pupils should be enabled to:

- extend their body management skills and improve the variety and quality of movement;
- progress from working individually to working in pairs, trios, small groups and whole groups;
- explore, practise and refine a range of movement skills, including travelling, flight, rolling, balancing, transferring weight, including weight on hands, twisting, turning and stretching.

Swimming

Pupils should be enabled to:

- develop basic swimming and personal survival skills;
- understand the importance of personal hygiene in relation to pool use;
- progress from using a swimming aid to developing their confidence and competence in being able to swim without the use of any aids using recognised swimming strokes.