

# Key Learning in PE





## Lancashire LPDS Reception Key Learning Linked to Physical Development

### Travelling:

- Run efficiently with a refined action
- Jump two feet to two feet
- Hop 8-10 times on the same foot
- Hop a distance of 15m in approximately 11 seconds
- Explore a range of travelling on hands and feet maintaining balance

### Throwing:

- Throw underarm in desired direction to a given target, coordinating arms and legs correctly
- Throw overarm in desired direction to a given target, coordinating arms and legs correctly and body rotation

### Catching:

- Catch with a scoop action using the body

### Rolling:

- Roll in a tucked position (egg roll, rock and roll, forwards roll)
- Roll in a straight position (pencil/log roll, dish and arch)
- Roll in a straddle position (teddy bear roll)

### Kicking:

- Kick a ball along the ground coordinating standing foot and kicking foot
- Kick a ball in the air coordinating standing foot and kicking foot

### Playing Games:

- Take part in a variety of games: racing/chasing, aiming and throwing and ball games

### Being Active for Sustained Periods:

- Gets out of breath several times per day
- Able to be physically active for a period of at least 20 minutes

### Core Strength:

- Show good posture when sitting in different ways – straddle, pike, side-sitting, cross-legged
- Shows core strength in a range of ways with and without tools and equipment – sky writing outdoors, carrying, pushing, pulling, digging, climbing, hanging

### Balance:

- Balance on small body parts – one foot, hands and feet
- Balance on large body parts – tummy, back, side, bottom, shoulders

### Upper Body:

- Climb up, on and over a range of equipment
- Hang from different places – monkey bars, climbing rope
- Swing using arms from different places – monkey bars, climbing rope
- Travel on hands and feet maintaining balance

**Fine Motor Skills/Movements:**

- Demonstrates left/right hand dominance
- Can use both sides of the body though recognises they may have a preferred/dominant side
- Demonstrates hand-eye coordination when interacting with materials, objects, equipment and toys
- Shows dexterity and control when using tools and equipment
- Shows range of hand movement including making a fist, finger isolation, grasp and release and mark making using fingers
- Holds writing tools and implements with a mature pencil grip and appropriate pressure
- Shows control when drawing: different lines, abstract shapes, dots, pictures, letters/numerals and forms basic letter and numeral shapes

**Gross Motor Skills/Movements:****Spatial Awareness**

- Aware of own space, finds space, negotiates space, changes direction and stops safely

**Safety Awareness**

- Moves safely when travelling on, under, over and through equipment
- Responds to safety instructions

**Apparatus**

- Control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging
- Interacts with small equipment – drop, push, throw, roll, catch, kick

**Movement of Body Parts**

- Make shapes with arms and hands, legs and feet
- Rotate and stretch: waist, shoulder, hip, wrist, ankle
- Bend and stretch: knee, elbow, fingers, toes
- Understand, use and respond to vocabulary related to body parts
- Understand, use and respond to vocabulary related to directional movement – under, over, through, up, down
- Understand, use and respond to vocabulary related to speed – fast, faster, slow, slower, slowly

## Key Learning in Physical Education: Years 1 and 2

During KS 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.

### Key Learning in Games

Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<p><b>Travelling</b></p> <ul style="list-style-type: none"> <li>Running, hopping, skipping, galloping.</li> <li>Change direction easily i.e. dodging and swerving.</li> <li>Travelling with an object i.e. beanbag, ball, bat and ball.</li> </ul> <p><b>Sending</b></p> <ul style="list-style-type: none"> <li>Roll a ball underarm.</li> <li>Throw an object underarm (beanbag).</li> <li>Throw an object overarm (beanbag, ball).</li> <li>Kick a ball.</li> <li>Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.).</li> <li>Striking a ball with a bat.</li> </ul> <p><b>Receiving</b></p> <ul style="list-style-type: none"> <li>Trap a ball with feet.</li> <li>Catching a ball.</li> <li>Catching a ball at different heights.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use space in a game.</li> <li>Understand the concept of aiming and the need for accuracy.</li> <li>Use a feint to try and win a net type game.</li> <li>Throw or hit an object into space to make it more difficult for their opponents.</li> <li>Invasion type game – understand to pass the ball to a person in space (Y2).</li> <li>Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space.</li> </ul>	<ul style="list-style-type: none"> <li>But advisable in terms of supporting children’s learning.</li> </ul> <p>Examples include:</p> <ul style="list-style-type: none"> <li>Describe what they have done or seen others doing. <i>i.e. opposite foot forward to throwing arm.</i></li> <li>Copy actions and ideas and use the information they collect to improve their skills.</li> </ul>

### Key Learning in Dance type activities

Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<p><b>Body Actions</b></p> <p>Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) e.g. Penguins</p> <p><b>Travel</b> - <i>waddle, slide</i></p> <p><b>Turn</b> - <i>spin</i></p> <p><b>Gesture</b> - <i>bob, flap</i></p> <p><b>Stillness</b> - <i>freeze</i></p> <ul style="list-style-type: none"> <li>Copy simple movement patterns <i>i.e. waddling, huddle and flap wings.</i></li> <li>Show and tell using body actions to explore moods, ideas and feelings.</li> <li>Vary speed, strength, energy and tension of their movements.</li> </ul>	<p><b>Applying and Linking skills</b></p> <ul style="list-style-type: none"> <li>Choose movements to make own simple dance phrase with beginning, middle and ending.</li> <li>Practise and repeat these movements so they can be performed in a controlled way.</li> <li>Choose and link actions that express a mood, idea or feeling</li> <li>Remember and repeat movements showing greater control, coordination and spatial awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple dance vocabulary to describe movement. <i>i.e. describe what body actions they see.</i></li> <li>Describe why they think particular actions have been chosen.</li> <li>Describe how a dance makes them feel.</li> </ul>

## Key Learning in Physical Education: Years 1 and 2

### Key Learning in Gymnastic type activities

Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<p><b>Travelling – feet</b></p> <ul style="list-style-type: none"> <li>▪ Jog, skip, gallop, hop, walk forwards, backwards.</li> </ul> <p><b>Travelling – hands and feet</b></p> <ul style="list-style-type: none"> <li>▪ Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>▪ Wide, thin, tuck, dish, arch.</li> </ul> <p><b>Rolling</b></p> <ul style="list-style-type: none"> <li>▪ Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll.</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>▪ Front support, balance on 4 &amp; 3 points, large body parts, tummy, back, bottom, shoulder.</li> </ul> <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>▪ 2 feet to 2 feet, 2 to 1 and 1 to 2.</li> <li>▪ 2 feet to 2 feet for height with shape</li> </ul> <p><b>Handle small and large apparatus</b></p> <ul style="list-style-type: none"> <li>▪ Mats, benches, tables.</li> </ul>	<p><b>Applying and Linking skills</b></p> <ul style="list-style-type: none"> <li>▪ Create and link simple combinations of 2/3 actions / skills e.g. <i>travel and balance</i>.</li> <li>▪ To link “like” movements with a beginning, middle and end</li> <li>▪ To copy a partner’s sequence.</li> <li>▪ Remember and repeat simple linked sequences.</li> <li>▪ Link simple combinations of 3 / 4 actions / skills e.g. <i>jump, travel, roll, balance</i>.</li> <li>▪ Devise short sequence, clear begin, middle, and end.</li> <li>▪ Adapt sequence to include partner or apparatus.</li> <li>▪ Remember and repeat accurately, devised sequences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observe and describe sequences using appropriate vocabulary.</li> <li>▪ Observe and copy a partner’s sequence.</li> <li>▪ Comment on one a sequence and say how to improve it.</li> </ul>

### Other Key Learning

- Knows the lesson begins with a warm up & ends with cool down.
  - Describe how their heart is beating, and their breathing is normal /puffed at different times in the lesson.
  - Understand and describe changes to their heart rate when playing different type games.
  - Recognise risks when handling and placing large apparatus.
  - Begin to understand basic principles of working with a partner or group.
  - Explain why running and playing games is good for them.
- The children should engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

## Key Learning in Physical Education: Years 3, 4, 5 and 6

During KS2 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.

### Key Learning in Games

Developing Skills	Attacking and Defending Strategies (Games)	Evaluating Success
<p><b>Travelling</b></p> <ul style="list-style-type: none"> <li>Change speed and direction easily i.e. dodging and swerving.</li> <li>Travelling with an object i.e. running or dribbling a ball with/without equipment.</li> </ul> <p><b>Sending and Receiving – Invasion Games</b></p> <ul style="list-style-type: none"> <li>Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.</li> </ul> <p><b>Scoring Skills</b></p> <ul style="list-style-type: none"> <li>Shoot and score accurately in a range of ways.</li> <li>Shot from a distance and from close range.</li> </ul> <p><b>Net Wall Games</b></p> <ul style="list-style-type: none"> <li>Throw a ball underarm, overarm.</li> <li>Intercept a ball.</li> <li>Hold and swing the racket well and play shots on both sides of the body and above their heads.</li> <li>Play shots with reasonable accuracy.</li> <li>Keep a rally going that is not cooperative.</li> </ul> <p><b>Striking Fielding Games</b></p> <ul style="list-style-type: none"> <li>Hit a ball off a tee.</li> <li>Different ways of striking a ball using different equipment (e.g. rounders, cricket).</li> <li>Catch a small ball with two hands.</li> <li>Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately.</li> <li>Bowl underarm and overarm with increasing accuracy and speed.</li> <li>Retrieve, intercept and stop a ball when fielding.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of skills to keep possession and make progress towards a goal or target on their own and with others.</li> <li>Choose when to pass or dribble, so they keep possession and make progress towards the goal.</li> <li>Use a range of tactics to keep possession of the ball and get into positions to shoot or score.</li> </ul> <p><b>Defending Skills</b></p> <ul style="list-style-type: none"> <li>Know how to mark and defend their goal(s).</li> <li>Ways of keeping the ball away from defenders.</li> <li>How to mark a player and space.</li> <li>Intercept and tackle to get the ball back.</li> <li>Position themselves well on court.</li> <li>Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights.</li> <li>Choose and use batting or throwing skills to make the game hard for their opponents.</li> <li>Strike the ball accurately into spaces and different parts of the playing area.</li> <li>Direct the ball away from fielders using different angles and speeds.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how to keep possession and describe how they and others have achieved it.</li> <li>Identify what they do best and what they find difficult.</li> <li>Explain the tactics and skills that they are confident with and use well in games.</li> <li>Look for specific things in a game and explain how well they are being done. i.e. marking an opponent.</li> <li>Explain why a performance is good.</li> <li>Recognise and describe the best points in an individuals and a team's performance.</li> <li>Identify aspects of their own and others performances that needs improving.</li> </ul>

## Key Learning in Physical Education: Years 3, 4, 5 and 6

### Key Learning in Gymnastic Activities

Developing Skills	Linking Actions and Sequences of Movement	Evaluating Success
<p><b>Travelling</b></p> <ul style="list-style-type: none"> <li>Focus on developing quality of travelling actions both on feet and hands and feet.</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>As KS 1 and piked and straddle,</li> <li>Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs.</li> <li>Explore a range of symmetrical and asymmetrical actions.</li> <li>Perform movements that are mirrored and/or matched.</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>Focus on developing balances on 1,2,3 or 4 points and large body parts.</li> <li>Counter balance with a partner.</li> <li>Counter tension with a partner.</li> </ul> <p><b>Rolling</b></p> <ul style="list-style-type: none"> <li>Focus on developing quality in all the different rolling actions from KS1.</li> </ul> <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>Focus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1.</li> <li>Jump with shapes in the air.</li> <li>½ turn jump.</li> </ul> <p><b>Handle apparatus</b></p> <ul style="list-style-type: none"> <li>Use all actions above on the floor and over, through, across and along apparatus.</li> <li>Perform different combinations of actions and perform these with a change of speed, level or direction.</li> <li>Develop tension, extension and transfer of weight in their actions</li> </ul>	<ul style="list-style-type: none"> <li>Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end.</li> <li>Gradually increase their length of sequence.</li> <li>Work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement.</li> <li>Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction.</li> <li>Adapt sequences to include a partner.</li> <li>Make up longer sequences and perform them with fluency and clarity of movement.</li> <li>Vary direction, levels and pathways to improve the look of a sequence.</li> <li>Use planned variations and contrasts in actions and speed in their sequences.</li> <li>Perform actions on the floor then from floor to apparatus,</li> </ul>	<ul style="list-style-type: none"> <li>Explain the difference between two performances.</li> <li>Make simple assessments of performance based on simple criteria given by the teacher.</li> <li>Offer constructive ideas when working with a partner, including ideas on balance and transfer of weight.</li> <li>Suggest improvements to speed, direction and level in the composition.</li> <li>Watch performance and use criteria to make judgements and suggest improvements.</li> <li>Explain how a sequence is formed using appropriate terminology to describe technique and composition when evaluating both their own and others performances.</li> </ul>