Perpose of study
A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which

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The national curriculum for physical education aims to ensure that all pupils:
- develop competence to model in a brain of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- engage in competitive sports
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Purpose of study

- engage in competit	ive sports and activities							
, lead healthy artise	Ines KS1 NC	¥1	¥2	KS2 NC	¥3	¥4	Y5	Y6
Symnastics Dance	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agilty, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative	Y Constraints Co	Y2 For particle and registeries particle part	KS2 NC hughs should cancer says of the and dwelleg a broader range of table, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, colaborating and competing with each other. They should device an improve in different physical activities and sports and learn how to evaluate and recognite		Yel For parform action, balances, theiry Aspen and applies within during and quest and literat, there happe and applies action to the during and quest and literat, there happe and question actions action action of the during and questions action action of the during action of the	Y5 For craft, protest and main fragments supprotections for a spefformation (shuding changes in crafts), protest and main fragments (supprotections for a spefformation (shuding changes in changes and proteometers to the detacted on a sub-receipt of themes and leakes changes any professories to the detacted on a sub-receipt of themes and leakes(s) and leake and protections of the detacted of a sub- strain of the detacted on a sub-receipt of themes and leakes(s) and leake and leakes and themes and leake and protections and leakes (show a sub-receipt of themes and leakes(s) and leake and leakes and themes and leake and leakes (show a sub-receipt of themes and leakes(s) and leakes (show a sub-receipt of themes and leakes(s) and leakes (show a sub-receipt of themes and leakes(s) and leake and leakes (show a sub-receipt of themes and leakes(s) and leake and leakes (show a sub-receipt of themes and leakes(s) and leakes and leakes (show and leakes), and leakes and leakes(s) and leakes and leakes (show and leakes), and leakes (show and leakes) and leakes and leakes (show and leakes), and leakes (show and leakes) and leake and leakes (show and leakes), and leakes (show and leakes) and leakes and leakes (show and leakes), and leakes and leakes) and leakes and leakes (show and leakes), and leakes (show and leakes), and leakes and leakes) and leakes and leakes (show and leakes), and leakes and leakes) and leakes and leakes (show and leakes), and leakes and leakes and leakes and leakes (show and leakes), and leakes and leakes) and leakes (show and leakes), and leakes (show and leakes), and leakes and leakes), and leakes (show and leakes), and leakes and leakes (show and leakes), and leakes), and leakes (show and leakes), and leakes), and leakes (show and leak	Y6 For
	range of increasingly challenging situations. Pupils should be taught to:	 - describe how my langs and have used when descrig - describe basic body actions and simple expressive and dynamic qualities of movement VOCADULARY range, Jan, Itap, Jan, medium, Jogh, forwards, backwards, sideways, diagonal, pattern, gendum, Ian, Jung, travel, stillness. 	- Incore why it is important to be active - suggest ways they could improve my work VOCABULARY INF, Mold, Ended, wind, first, candle, set], turn, jump, gesture, forward, backwards, idensary, cancer, units, meet and part.	their own success. Pupils should be taught to: - use running, jumping, throwing and catching in isolation and in	-aggest improvements to my own and other peoply's dances VOCABULARY might pathware, clocalar pathway, circles, sink, explode, continuous, smooth, spiky, sharp, stillness, travel, jump, tum, gesture, unices, canon, lead and follow, costact, meet and part, direction	VOCKBUARY - Istepping pattern, dynamics (quick, light, heavy, slow), travel, jump, turn, gesture, söllness, unison, direction, meet and parl, repetition, interweaving pathway, lead and follow	 - siggest ways to improve their own and other people's work. VOCABULARY VOCABULARY formation, quality, contrasting, dynamics, level, gesture, timing, exaggerate, whole body 	VOCABULARY gisture, action/leaction, repetition, unison, mimoring, level, speed, direction, control, jumping, turring
Games	 master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co- ordination, and havin to 	(an Universe, noting and hitting all.) - instrumts, ware anound a shared ga and a real and a shared has an excession of a shared ga and a real and a shared has an excession of a shared ga and a shared has an excession of a shared ga and a shared has a	Lea Termination of degraders in ord least methods when β plotting gamma insight the set shall be in a strictly of simply gamma insight the set shall be in a strictly of simply gamma insight the set of the	and usaming it to device a set of the set	Lean The second secon	I can be an invested to prove and secondly using a range of hearing and catching between the answer of attraction users and the answer of the second ly and the range a verify of anytopic tasks for antication of the second ly and the invested on the second ly and the second ly and the second ly and the invested on the second ly and the second ly and the second ly and the term of the second ly and the second ly and the second ly and the second ly and the second ly and the second ly and the second ly and the second ly and the term of the second ly and the second la and the second ly and the second ly and the second ly and the second ly and the second la the second la and the second limits the second ly and the second ly and the second la the second limits the second la the second limits the second limits and the second limits and the second la the second limits the second limits the second limits and the second limits the second limits and the second limits the second limits and limits ar	I un method was a dataset and her starting reason. - mark approximate and her by mass has lapted that all tables at tables it to exact the appendixed + gaal - mark approximate and her parts and tables and tables it to exact the dataset + jupic - parts appendixed + marks and tables and tables and tables and tables and tables - parts a charge and appendixes and tables the starting out; reception here there appendix tables that - marks appendixed + marks and tables the starting out; reception here there appendix tables that - marks appendixed + marks and address the starting out; reception here there appendix tables that - marks and tables - marks and tables the starting out; reception here there appendix tables that - marks and tables - marks and tables that the starting out; reception here there - marks and tables and tables the provides control and consistency - marks and tables and tables there and tables appendix - marks and tables and tables provides tables and tables appendix - marks and tables and tables provides tables appendixed - marks. - marks and tables appendixed tables provides tables tables tables tables tables - marks and tables tables tables tables appendixed - marks. Tables taples - marks and tables tabl	Lean the second secon
Athletics		A94	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.	Learning and attenuations to be different between spinning and complex sustained periods, who we dist monitorized and belowing technology and technology and endering a singer dispersion period belowing and distributions using a short survey, and and there are also also also also also also also also	I and more particular the second sec	In an analysis of the second s	In an analysis and a strange have a strange when a very singe particle and a strange when a strange was a strange
Swimming		NA	n/A	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)	NA	All chubar may payake automing introducts entrier kay sage 2 e fars stage 2. In pricalize, payah sharing base stagets: - samit companyah samit base stagets: - and a compa of a chubar effectively (or example, frant chub, backtatake and becattatake) - pricars sake at stress and different wake based tradition. - unage to proformances with previous ones and demonstrate improvement to achieve that - primares the stress.	NA .	NA
OAA		na.	N/A	 perform safe self-rescue in different water-based situations 	Ear and a second segment to invincing the method sequence of a second or angle of a second and the second second second second second second second second second and to give method responses to physical durings for problems, taking well working with offsets in the second second second second second second second second second second -responses second second second second second second second second second -responses to insubsecond second second second second second second -responses to insubsect in the togo about their work differently.	Earn more provided and the function reconstruction. The second	Exam and a performant and the and concerning effectivity concerning and an end concerning and an end of the second second second performant and reference and reference and the second secon	Ease