

# PE Curriculum Overview



## Outdoor Adventurous Activities – KS2 Only

National Curriculum Aims		
<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Develop competence to excel in a broad range of physical activities.</li> <li>• Are physically active for sustained periods of time.</li> <li>• Engage in competitive sports and activities.</li> <li>• Lead healthy, active lives.</li> </ul>		
National Curriculum Statement		
Key Stage 1	Key Stage 2	
NA	<p>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.</p>	
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
NA	<p>Enjoy communicating, collaborating and competing in physical activities in a range of increasingly challenging situations;</p> <p>Start to develop an understanding of how to improve in different activities, and learn</p>	<p>Continue to apply and develop a broader range of skills, learning how to use them in different ways;</p> <p>Enjoy communicating, collaborating and competing with each other.</p> <p>Develop an understanding of how to improve in different physical activities and</p>

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		<p>how to evaluate and recognise their own success;</p> <p>Become increasingly competent in a range of skills, and access a broad range of activities;</p> <p>Apply and develop these skills, learning to use them in different ways</p>		<p>sports, and learn how to evaluate and recognise their own success;</p>	
Learning Outcomes:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NA	NA	NA	<p>Identify where they are by using simple plans and diagrams of familiar environments;</p> <p>Use simple plans and diagrams to help them follow a short trail and go from one place to another;</p> <p>Respond to a challenge or problem they are set;</p> <p>Begin to work and behave safely;</p>	<p>Use maps and diagrams to orientate themselves and to travel around a simple course;</p> <p>Start to plan sensible responses to physical challenges or problems, talking and working with others in their group;</p> <p>Recognise some of the physical demands that activities make on them;</p>	<p>Choose and perform skills and strategies effectively;</p> <p>Find solutions to problems and challenges;</p> <p>Respond when the task or environment changes and the challenge increases;</p> <p>Plan, implement and refine the strategies they use;</p>

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			<p>Work increasingly cooperatively with others discussing how to follow trails and solve problems;</p> <p>Recognise that different tasks make their body work in different ways;</p> <p>Comment on how they went about tackling tasks</p> <p>Be able to devise different methods of communication;</p> <p>Comment on how they went about tackling tasks;</p>	<p>Identify parts of the work that were successful;</p> <p>Respond to feedback on how to go about their work differently</p> <p>Respond to feedback on how to go about their work differently</p> <p>Work on some tasks independently</p> <p>Complete activities with increasing confidence</p>	<p>Adapt the strategies as necessary;</p> <p>Work increasingly well in a group or in a team where roles and responsibilities are understood;</p> <p>Prepare physically and organisationally for challenges they are set, taking into account the group's safety;</p> <p>Identify what they do well, as individuals and as a group</p> <p>Work independently</p> <p>Complete activities with confidence and competence</p>
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