

Our Physical Education Curriculum

Intention:

Our vision for P.E. is:

For all our pupils to enjoy taking part in physical activity and continue this enjoyment in to secondary school and adulthood - *Creativity*

For all our pupils to have a deep understanding of the importance of physical activity on their physical and mental well-being and to know how to keep themselves healthy - *Care*

For all our pupils to be physically fit and healthy through the activity they take part in and choose to maintain this level of fitness in to their lives - *Care*

For all our pupils to gain the vital key life skills and understanding of teamwork, fairness and communication to support their well-being and future relationships in all areas of their lives – *Care, courage*

Implementation: Every year, each class will study a broad range of physical activities. In KS1, this includes: Movement skills, Dance, Gymnastics, Game skills and Athletics. Towards the end of KS1, pupil's start to engage in competitive sports. In KS2, pupil's study Dance, Gymnastics, Athletics, Competitive Games, Swimming and Outdoor adventurous activity. Each aspect has been mapped out over the course of a 2-year cycle, ensuring a progression of skills and knowledge with no gaps nor unnecessary repetition. We make links through our '*echoes and ripples*' looking back at prior learning and looking forward to future learning across the disciplines of PE.

In **Early Years**, pupils focus on fundamental movement and the Development Matters curriculum through the learning. Specific PE objectives are also taught to ensure pupils are well-prepared for KS1 PE.

Our fantastic Sports Coach, through SET, supports us to provide the very best in PE.

Impact: Our P.E. curriculum focusses on building skills, not only physically but emotionally and socially too. Links to our whole school concepts are made when possible. Our pupils build these skills throughout their learning P.E. and develop an enjoyment of physical activities, understanding the importance of it, not only for physical health, but mental health too.



P.E. Curriculum Map

PE within EYFS		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physical Development: Gross motor skills		Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene. Begin to understand the importance of healthy eating and dental hygiene	Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; tooth brushing; sensible amounts of screen time; good sleep routine; being safe pedestrian.	Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing	Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
PE specific learning		Know that being strong and flexible is healthy Know that dancing, playing sport, running and moving our bodies are all forms of exercise					
Year	Cycle	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
SAPLINGS – Year 1 and 2	Objectives throughout the year:						
	<ul style="list-style-type: none"> ➤ I can analyse my own, and others' performance. ➤ I can use my skills to perform in sports and activities. ➤ I can say how well I have done compared to others. ➤ I can select the most appropriate skills and actions to perform at my best ➤ I can master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ➤ Pupils will feel successful and enjoy activity. ➤ Pupils will know how to warm up and cool down. Pupils know basic safety rules (stop/start as well as health and hygiene rules). ➤ Pupils will know the effects of exercise on the body (heart rate / breathing rate). ➤ Pupils will explain how exercise may keep individuals healthy and well. ➤ Pupils will devise and engage in personal challenges demonstrating fairness. ➤ Pupils will develop basic language to articulate / write down ways to improve their personal best. ➤ Pupils will have the space to share their emotions / feelings before / during / after activity. ➤ Pupils will learn to manage adverse feelings. ➤ Pupils will learn to identify strengths and weaknesses. 						
	Odd	Multi-skills (Oak National Academy unit 1 – lessons 1-5)	Dance – BBC Let's Move: Autumn, Night before Christmas, The Nutcracker	Gymnastics – Balance and Jumping	Multi-skills (Oak National Academy unit 1 – lessons 6-10)	Athletics – Running – short and long distance	Game skills – Bat and Ball



	<ul style="list-style-type: none"> ➤ I can hop on one leg on the spot, using my arms to help me balance, without putting my other foot down. ➤ I can walk along a straight line without swaying to one side or another. ➤ I can run in between posts placed in a long line bending my legs and body to help me change direction. ➤ Pupils will be involved in walking, running and balancing activities. ➤ Pupils will know what constitutes a balance or a moving balance. ➤ Pupils will know how to improve their balance. ➤ Pupils will be able to describe how to change direction / change speed (demonstrate what body parts move and how they move). ➤ Pupils will be able to describe the movement for different planes: (forward/backward; side to side / demonstrate what body parts move and how they move) ➤ Pupils will be able to compare and contrast agility and speed for different running planes / directions 	<ul style="list-style-type: none"> ➤ I can perform a sequence of actions which have a clear start, middle and ending ➤ I can perform dances using simple movement patterns 	<ul style="list-style-type: none"> ➤ I can perform a sequence of actions which have a clear start, middle and ending ➤ I can hop on one leg on the spot, using my arms to help me balance, without putting my other foot down. ➤ I can jump high, bending my knees and swinging my arms to help move me higher. ➤ I can jump a long distance using my arms and legs to help push me forward and land safely. 	<ul style="list-style-type: none"> ➤ Pupils will be involved in jumping activities ➤ Pupils will be involved in sending activities. Pupils will develop hand-eye coordination. ➤ Pupils will learn control and accuracy over short / long distances ➤ Pupils will be involved in object control activities. ➤ Pupils will learn to combine elements of effort, space and time using objects. ➤ Pupils will record attempts and monitor their progress. 	<ul style="list-style-type: none"> ➤ I can run in between posts placed in a long line bending my legs and body to help me change direction. 	<ul style="list-style-type: none"> ➤ I can participate in team games, developing simple tactics for attacking and defending
Even	Game skills – ball control, throwing and catching (SET)	Dance – BBC Let’s Move: Fireworks, Journey of the Magi, winter wonderland	Game skills – team skills e.g. passing (SET)	Competitive Games – Hockey (SET)	Athletics – Jumping and Throwing (SET)	Gymnastics – Agility and coordination
	<ul style="list-style-type: none"> ➤ I can catch a tennis ball by placing my body in line to meet the flight of the ball 	<ul style="list-style-type: none"> ➤ I can perform a sequence of actions which have a clear start, middle and ending 	<ul style="list-style-type: none"> ➤ I can participate in team games, developing simple 	<ul style="list-style-type: none"> ➤ I can hit a ball using a range of different bats both accurately and for distance. 	<ul style="list-style-type: none"> ➤ I can jump high, bending my knees and swinging my 	<ul style="list-style-type: none"> ➤ I can hop on one leg from one place to another, using my arms to help me balance,



	<p>and I cup my hands so the ball I cannot bounce out.</p> <ul style="list-style-type: none"> ➤ I can throw a small ball overarm, over a longer distance, using my arms and body, to accurately reach a target. 	<ul style="list-style-type: none"> ➤ I can perform dances using simple movement patterns 	<p>tactics for attacking and defending</p> <ul style="list-style-type: none"> ➤ I can throw a small ball underarm accurately so that it reaches its target. ➤ I can catch a bean bag by placing my body in line to meet the flight of the bag and I cup my hands so the bag I cannot fall out. 	<ul style="list-style-type: none"> ➤ I can dribble a ball around a line of cones, keeping the ball close to my feet and using both the inside and outside of both feet to control the ball. ➤ I can participate in team games, developing simple tactics for attacking and defending 	<p>arms to help move me higher.</p> <ul style="list-style-type: none"> ➤ I can jump a long distance using my arms and legs to help push me forward and land safely. ➤ I can throw a small ball underarm accurately so that it reaches its target. ➤ I can catch a bean bag by placing my body in line to meet the flight of the bag and I cup my hands so the bag I cannot fall out. 	<p>without putting my other foot down.</p> <ul style="list-style-type: none"> ➤ I can jump high, bending my knees and swinging my arms to help move me higher and land with knees and ankles bent.
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YOUNG OAKS – Year 3 and 4	Objectives throughout the year:					
	<ul style="list-style-type: none"> ➤ I can improve my performance by considering how others have performed. ➤ I can say how well I have done compared to others and give reasons for my performance ➤ I can support teammates or a partner in different sports and games using tactics and skills to our advantage. ➤ Pupils will be involved in activities to introduce to simple stretches as a part of a cool down ➤ I can understand how to exercise in a safe way ➤ I can understand the effects of exercise on the body ➤ I can understand how nutrition and hydration impacts on the body ➤ I can understand the impact of exercise on our mindset and positive attitudes 					
	Odd	Athletics – Running, Jumping, throwing (Oak National Academy Unit 3)	Competitive Games – Kwick Cricket	Year 3: Swimming (Term 3 and 4, both cycles)	Year 4: Gymnastics – Locomotion and Rolling (Oak National Academy Unit 1, 4 lessons) and Jumping (Term 3 and 4, both cycles)	Dance – BBC KS2 workshop: Romans
	<ul style="list-style-type: none"> ➤ I can call upon a range of skills and abilities to perform well in different sports / games. ➤ I can run fast in a straight line using my arms to help balance my movement. ➤ Pupils will be involved in activities to introduce to running stride 	<ul style="list-style-type: none"> ➤ I can understand the tactics used against me by others. ➤ I can hit a ball using a range of different bats both accurately and for distance. 	<ul style="list-style-type: none"> ➤ I am confident in getting into the water and moving around in different directions. ➤ don't mind getting water splashed on my face. ➤ I can float in the water on my back or front with the aid of a float 	<ul style="list-style-type: none"> ➤ I can do a forward roll in a straight line and end up on my feet. ➤ I can perform basic and intermediate gymnastics balances with control. ➤ I can link balances and jumps with locomotion. 	<ul style="list-style-type: none"> ➤ I can skip forwards in a rhythmical movement swinging my arms in the opposite direction to my legs. ➤ I can 'skip sideways' in a rhythmical movement using my arms to help me move along. 	<ul style="list-style-type: none"> ➤ Pupils will work cooperatively to solve group and paired challenges. ➤ Pupils will listen to and evaluate all ideas and suggestions. ➤ Pupils will contribute to solving a problem by offering constructive suggestions.



	<ul style="list-style-type: none"> ➤ Pupils will be involved in activities to introduce to basic throwing actions ➤ Pupils will be involved in activities to practise running and jumping skills ➤ Pupils will be involved in activities to improve accuracy when throwing from a standing position ➤ Pupils will be involved in activities to enhance running strides between two zones ➤ Pupils will be involved in activities to practise throwing two-handed from a step approach 		<ul style="list-style-type: none"> ➤ I can push off from the side and float across the pool. ➤ I know how to stay safe in water - stay in depth / signal for help / follow instructions and signs / etc. ➤ I can jump into the pool with confidence. ➤ I can blow bubbles with my mouth and nose underwater. ➤ I can put my feet on the bottom after floating on my front or back. ➤ I can push off from the side of the pool and float on my back <p>I can float on my front, spin onto my back and then back onto my front again.</p>	<ul style="list-style-type: none"> ➤ I can create a sequence using different levels and pathways. ➤ I can perform a sequence with control and accuracy. ➤ I can climb steadily and confidently moving one foot after the other. ➤ I can stand on one foot without wobbling or swaying 		<ul style="list-style-type: none"> ➤ Pupils will work cooperatively to solve group and paired challenges. ➤ Pupils will plan a task carefully and confidently contribute ideas. ➤ Pupils will follow and understand instructions and work collaboratively to solve a problem. ➤ Pupils will explain how you solved the task. ➤ Pupils will demonstrate understanding of the concept of a basic map. ➤ Pupils will navigate their way around a simple orienteering course. ➤ Pupils will learn to understand the term 'orientate' or 'setting' in relation to map reading. ➤ Pupils will develop a simple 'star' orienteering activity. ➤ Pupils will learn to record information accurately and neatly. ➤ Pupils will learn to follow rules when completing a star orienteering activity.
Even	<p>Dance – BBC step-by-step: Alfred the Great</p> <ul style="list-style-type: none"> ➤ I can skip forwards in a rhythmical movement swinging my arms in the opposite direction to my legs. ➤ I can 'skip sideways' in a rhythmical movement using my arms to help me move along. 	<p>Competitive Games – Basketball (SET)</p> <ul style="list-style-type: none"> ➤ I can understand the tactics used against me by others. ➤ I can call upon a range of skills and abilities to perform well in different sports / games. ➤ I can do a 'basketball' dribble, bouncing a ball between a row of cones, controlling the bounces with my fingers. 			<p>Competitive Games – Netball (SET)</p> <ul style="list-style-type: none"> ➤ I can understand the tactics used against me by others. ➤ I can call upon a range of skills and abilities to perform well in different sports / games. <p>I can perform a chest pass accurately to a partner.</p>	<p>Competitive Games – Tennis (SET)</p> <ul style="list-style-type: none"> ➤ I can understand the tactics used against me by others. ➤ I can call upon a range of skills and abilities to perform well in different sports / games. ➤ I can hit a ball using a range of different bats both accurately and for distance.
2 –	Objectives throughout the year:					



- I can advise others in my team of the best strategy based on the combined strengths and weaknesses of everyone.
- I can perform better by taking into account my own previous tactics and also how successful they were.
- I can work out how well I have performed and describe this using appropriate terms for the activity.
- I enjoy sports and activities as part of my interests and hobbies.
- I can play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Pupils will understand how to exercise in a safe way
- Pupils will understand the effects of gymnastics on our body: speed, strength, flexibility, cardiovascular fitness
- Pupils will understand how nutrition helps our performance
- Pupils will understand how to improve our mindset and positive attitude through exercise.
- Pupils will be involved in activities to stretch as part of a cool down.

Odd	Competitive Games -Handball	Dance – BBC Dance: wonders of the world, South American carnival	Competitive Games – Football	Athletics – Running – short and long distance, running with jumping, throwing and catching	Competitive Games – Rounders	Gymnastics – sequencing (Oak National Academy unit 7) / Outdoor and Adventurous
	<ul style="list-style-type: none"> ➤ I can plan a course of actions against an opponent based on my strengths and their weaknesses. ➤ I can predict what an opponent might do during a game or activity and alter my performance accordingly ➤ I can take part in organised games and sports using my skills and tactics to help my team ➤ 	<ul style="list-style-type: none"> ➤ I can gallop in a steady and rhythmical movement. ➤ I can perform dances using a range of movement patterns 	<ul style="list-style-type: none"> ➤ I can make a sequence of one footed leaps using my arms to help move me along. ➤ I can kick a football accurately using my body to balance and help power the kick. ➤ I can drop a football and kick it accurately, as it bounces upwards. ➤ I can dribble a ball around a line of cones, keeping the ball close to my feet and using both the inside and outside of both feet to control the ball. 	<ul style="list-style-type: none"> ➤ I can use running, jumping, throwing and catching in isolation and in combination 	<ul style="list-style-type: none"> ➤ I can plan a course of actions against an opponent based on my strengths and their weaknesses. ➤ I can predict what an opponent might do during a game or activity and alter my performance accordingly ➤ I can take part in organised games and sports using my skills and tactics to help my team 	<ul style="list-style-type: none"> ➤ I can take part in outdoor and adventurous activity challenges both individually and within a team ➤ I can make a sequence of one footed leaps using my arms to help move me along. ➤ Pupils will learn to develop complex gymnastics sequences. ➤ Pupils will learn to create sequences using a range of compositional techniques. ➤ Pupils will learn to create a sequence using rhythmic awareness. ➤ Pupils will learn to perform a complex sequence with fluency and control.
Even	Competitive Games – Tri Golf (SET)	Competitive Games - Tag Rugby (SET)	Competitive Games - Hockey (SET)	Competitive Games – Rounders (SET)	Outdoor and Adventurous: planning and making a journey (Oak National Academy Unit 9)	Athletics – Run, jump and throw 2 (Oak National Academy unit 8) (SET)
	<ul style="list-style-type: none"> ➤ I can plan a course of actions against an opponent based on my strengths and their weaknesses. 	<ul style="list-style-type: none"> ➤ I can plan a course of actions against an opponent based on my strengths and their weaknesses. 	<ul style="list-style-type: none"> ➤ I can plan a course of actions against an opponent based on my strengths and their weaknesses. 	<ul style="list-style-type: none"> ➤ I can plan a course of actions against an opponent based on my strengths and their weaknesses. 	<ul style="list-style-type: none"> ➤ I can take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> ➤ I can develop flexibility, strength, technique, control and balance ➤ Pupils will be involved in activities to enhance



	<ul style="list-style-type: none"> ➤ I can predict what an opponent might do during a game or activity and alter my performance accordingly ➤ I can take part in organised games and sports using my skills and tactics to help my team 	<ul style="list-style-type: none"> ➤ I can predict what an opponent might do during a game or activity and alter my performance accordingly ➤ I can take part in organised games and sports using my skills and tactics to help my team 	<ul style="list-style-type: none"> ➤ I can predict what an opponent might do during a game or activity and alter my performance accordingly ➤ I can take part in organised games and sports using my skills and tactics to help my team 	<ul style="list-style-type: none"> ➤ I can predict what an opponent might do during a game or activity and alter my performance accordingly ➤ I can take part in organised games and sports using my skills and tactics to help my team 	<ul style="list-style-type: none"> ➤ Pupils will design and create a route for others to follow. ➤ Pupils will follow a route using a simple map. ➤ Pupils will describe safety considerations when orienteering. ➤ Pupils will undertake a planned journey in the community. ➤ Pupils will learn to understand the potential hazards of a journey. ➤ Pupils will draw a map of the space, learn how to keep it oriented, and use it to find hidden objects. 	<p>continuous single and double-footed jumps.</p> <ul style="list-style-type: none"> ➤ Pupils will be involved in activities to experience the combination of jumping and moving. ➤ Pupils will be involved in activities to introduce pull throwing actions. ➤ Pupils will be involved in activities to practise reactive jumping. ➤ Pupils will be involved in activities to practise rotational sling throwing over varying distances. ➤ Pupils will be involved in activities to change direction and react to a verbal cue. ➤ Pupils will be involved in activities to practise throwing with a pushing action. ➤ Pupils will be involved in activities to introduce accelerating from a stationary start position. ➤ Pupils will be involved in activities to practise heave throw from a sitting position.
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Skills and Knowledge Progression Sequence				
	EYFS	Year 1 and Year 2 (over 2-years)	Year 3 and 4 (over 2-years)	Year 5 and 6 (over 2-years)
Vocabulary	<ul style="list-style-type: none"> ➤ Walk, run, hop, pose, jump, crawl, wave, ➤ Roll, climb, skip, control, strength, balance, throw, catch 	<ul style="list-style-type: none"> ➤ Sway, direction, swinging, bending, coordination, underarm ➤ Long distance, agility, bounce, target, overarm, position, sequence ➤ Sequence, balance, travel, star balance, tuck balance, straight balance, straddle balance, 	<ul style="list-style-type: none"> ➤ Rhythm, power, chest pass, accuracy, performance, target, competitive, ➤ Basic balances (star, tuck, straight balance, straddle, pike), intermediate balances (front support, back support, side support, dish, 	<ul style="list-style-type: none"> ➤ Gallop, dribble, accuracy, prediction, opponent ➤ Sequence, accuracy, body, tension, balance, basic balances, intermediate balances, arabesque, T-balance, frog, locomotion (e.g.



		<p>pike balance, front balance, support balance, back support balance, side support balance, dish balance, arch balance, shoulder stand balance, turn, spin, twist, egg roll, log roll, rock and roll, heart rate, breathing rate, oxygen, carbon dioxide, fatigue.</p> <ul style="list-style-type: none"> ➤ Combine, components. ➤ Evaluate, record, monitor ➤ Target ➤ Continuous, fatigue, health, wellbeing. ➤ Power, compare, contrast. ➤ Challenge, emotions, manage, fair ➤ Speed, agility, compare, contrast ➤ Heart rate, breathing rate, direction, speed ➤ Muscles ➤ Safe, success, happy 	<p>arch, shoulder stand), accuracy, body tension, safety, major muscles.</p> <ul style="list-style-type: none"> ➤ Travel, locomotion, basic balances (star, tuck, straight balance, straddle, pike), intermediate balances (front support, back support, side support, dish, arch, shoulder stand), jumps (straight jump, tuck jump, star jump, take off, flight, landing), strength, cardiovascular fitness, heart rate (pulse), breathing rate, temperature, energy. ➤ Sequence, travel, level, direction, pathways, nutrition, hydration, healthy body and mind, locomotion ➤ Warm-up, speed, acceleration, agility, coordination, breathing and heart rates. ➤ Agility, coordination and running, stretching and posture ➤ Plan, experiment, choose, muscles and bones ➤ Map, orientate, set, symbol, birds-eye view, oxygen ➤ Control point, star orienteering, accurate, rules, fatigue 	<p>leap, jump, turn, twist, roll, cat leap, stag), safety, response to exercise.</p> <ul style="list-style-type: none"> ➤ travel, levels, direction, dynamics, pathways, tension, accuracy, composition, speed, strength, flexibility, cardiovascular fitness. ➤ Rhythmic awareness, accuracy, sequence, levels, direction, pathways, control, tension, nutrition, body, carbohydrates, proteins, fats, vitamins ➤ Sequence, fluency, levels, direction, pathways, dynamics, tension, composition, complex, mood, mindset, health ➤ Power, skill transfer ➤ Hydration ➤ Speed, agility and coordination, effects of exercise ➤ Route, safety, map, symbol, nutrition ➤ Journey, plan, directions, risks, dangers, response to exercise
<p>SKILLS: Acquiring and developing skills – Movement</p>	<ul style="list-style-type: none"> ➤ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ➤ Go up steps and stairs, or climb up apparatus, using alternate feet. ➤ Skip, hop, stand on one leg and hold a pose for a game like musical statues. ➤ Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. ➤ Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width ➤ Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing ➤ Progress towards a more fluent style of moving, with developing control and grace. 	<ul style="list-style-type: none"> ➤ I can walk along a straight line without swaying to one side or another. ➤ I can run in between posts placed in a long line bending my legs and body to help me change direction. ➤ I can hop on one leg on the spot, using my arms to help me balance, without putting my other foot down. ➤ I can jump a long distance using my arms and legs to help push me forward and land safely. ➤ I can jump high, bending my knees and swinging my arms to help move me higher. ➤ I can run in between posts placed in a long line bending my legs and body to help me change direction. ➤ I can hop on one leg from one place to another, using my arms to help me balance, without putting my other foot down. ➤ I can jump a long distance using my arms and legs to help push me forward and 	<ul style="list-style-type: none"> ➤ I can stand on one foot without wobbling or swaying ➤ I can climb steadily and confidently moving one foot after the other. ➤ I can 'skip sideways' in a rhythmical movement using my arms to help me move along ➤ I can run fast in a straight line using my arms to help balance my movement. ➤ I can do a forward roll in a straight line and end up on my feet. ➤ I can skip forwards in a rhythmical movement swinging my arms in the opposite direction to my legs. ➤ Pupils will be involved in activities to introduce to running stride ➤ Pupils will be involved in activities to practise running and jumping skills ➤ Pupils will be involved in activities to enhance running strides between two zones 	<ul style="list-style-type: none"> ➤ I can make a sequence of one footed leaps using my arms to help move me along. ➤ I can gallop in a steady and rhythmical movement. ➤ Pupils will learn to develop complex gymnastics sequences. ➤ Pupils will learn to create sequences using a range of compositional techniques. ➤ Pupils will learn to create a sequence using rhythmic awareness. ➤ Pupils will learn to perform a complex sequence with fluency and control. ➤ Pupils will be involved in activities to enhance continuous single and double-footed jumps. ➤ Pupils will be involved in activities to experience the combination of jumping and moving. ➤ Pupils will be involved in activities to introduce pull throwing actions.



	<ul style="list-style-type: none"> ➤ Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. ➤ Develop overall body-strength, balance, co-ordination and agility. ➤ Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes ➤ Combine different movements with ease and fluency ➤ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<p>landing safely with my knees bent and my feet together</p> <ul style="list-style-type: none"> ➤ I can jump high, bending my knees and swinging my arms to help move me higher and land with knees and ankles bent. ➤ Pupils will be involved in jumping activities ➤ Pupils will develop hand-eye coordination. ➤ Pupils will learn control and accuracy over short / long distances ➤ Pupils will be involved in object control activities. ➤ Pupils will learn to combine elements of effort, space and time using objects. ➤ Pupils will record attempts and monitor their progress. ➤ Pupils will be involved in walking, running and balancing activities. ➤ Pupils will know what constitutes a balance or a moving balance. ➤ Pupils will know how to improve their balance. ➤ Pupils will be able to describe how to change direction / change speed (demonstrate what body parts move and how they move). ➤ Pupils will be able to describe the movement for different planes: (forward/backward; side to side / demonstrate what body parts move and how they move) ➤ Pupils will be able to compare and contrast agility and speed for different running planes / directions. 	<ul style="list-style-type: none"> ➤ I can link balances and jumps with locomotion. ➤ I can create a sequence using different levels and pathways. ➤ I can perform a sequence with control and accuracy. ➤ I can climb steadily and confidently moving one foot after the other. ➤ I can stand on one foot without wobbling or swaying 	<ul style="list-style-type: none"> ➤ Pupils will be involved in activities to practise reactive jumping. ➤ Pupils will be involved in activities to change direction and react to a verbal cue. ➤ Pupils will be involved in activities to practise throwing with a pushing action. ➤ Pupils will be involved in activities to introduce accelerating from a stationary start position. ➤ Pupils will be involved in activities to practise heave throw from a sitting position.
<p>SKILLS: Acquiring and developing skills – Balls and equipment/ apparatus</p>	<ul style="list-style-type: none"> ➤ Use large-muscle movements to wave flags and streamers, paint and make marks. ➤ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. ➤ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. ➤ Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> ➤ I can catch a bean bag by placing my body in line to meet the flight of the bag and I cup my hands so the bag I cannot fall out. ➤ I can throw a small ball underarm accurately so that it reaches its target. ➤ I can catch a tennis ball by placing my body in line to meet the flight of the ball and I cup my hands so the ball I cannot bounce out. ➤ I can throw a small ball overarm, over a longer distance, using my arms and body, to accurately reach a target. 	<ul style="list-style-type: none"> ➤ I can kick a football accurately using my body to balance and help power the kick. ➤ I can perform a chest pass accurately to a partner. ➤ Pupils will be involved in activities to practise throwing two-handed from a step approach ➤ Pupils will be involved in activities to improve accuracy when throwing from a standing position ➤ Pupils will be involved in activities to introduce to basic throwing actions 	<ul style="list-style-type: none"> ➤ I can dribble a ball around a line of cones, keeping the ball close to my feet and using both the inside and outside of both feet to control the ball. ➤ I can drop a football and kick it accurately, as it bounces upwards. ➤ I can do a 'basketball' dribble, bouncing a ball between a row of cones, controlling the bounces with my fingers. ➤ I can hit a ball using a range of different bats both accurately and for distance.



	<ul style="list-style-type: none"> ➤ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. ➤ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group ➤ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. ➤ Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. ➤ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. knives, forks and spoons 	<ul style="list-style-type: none"> ➤ Pupils will be involved in sending activities. 		<ul style="list-style-type: none"> ➤ Pupils will be involved in activities to practise rotational sling throwing over varying distances. ➤ Pupils will be involved in activities to practise heave throw from a sitting position.
<p>SKILLS: Acquiring skills and using tactics</p>	<ul style="list-style-type: none"> ➤ Start taking part in some group activities which they make up for themselves, or in teams. ➤ Continue to take part in some group activities which they make up for themselves, or in teams. 	<ul style="list-style-type: none"> ➤ I can use my skills to perform in sports and activities. ➤ I can perform a sequence of actions which have a clear start, middle and ending ➤ I can select the most appropriate skills and actions to perform at my best 	<ul style="list-style-type: none"> ➤ I can call upon a range of skills and abilities to perform well in different sports / games. ➤ I can understand the tactics used against me by others. ➤ I can support teammates or a partner in different sports and games using tactics and skills to our advantage. ➤ Pupils will work cooperatively to solve group and paired challenges. ➤ Pupils will listen to and evaluate all ideas and suggestions. ➤ Pupils will contribute to solving a problem by offering constructive suggestions. ➤ Pupils will work cooperatively to solve group and paired challenges. ➤ Pupils will plan a task carefully and confidently contribute ideas. ➤ Pupils will follow and understand instructions and work collaboratively to solve a problem. ➤ Pupils will explain how you solved the task. ➤ Pupils will demonstrate understanding of the concept of a basic map. ➤ Pupils will navigate their way around a simple orienteering course. 	<ul style="list-style-type: none"> ➤ I can take part in organised games and sports using my skills and tactics to help my team ➤ I can predict what an opponent might do during a game or activity and alter my performance accordingly ➤ I enjoy sports and activities as part of my interests and hobbies. ➤ I can plan a course of actions against an opponent based on my strengths and their weaknesses. ➤ Pupils will design and create a route for others to follow. ➤ Pupils will follow a route using a simple map. ➤ Pupils will describe safety considerations when orienteering. ➤ Pupils will undertake a planned journey in the community. ➤ Pupils will learn to understand the potential hazards of a journey. ➤ Pupils will draw a map of the space, learn how to keep it oriented, and use it to find hidden objects.



			<ul style="list-style-type: none"> ➤ Pupils will learn to understand the term 'orientate or 'setting' in relation to map reading. ➤ Pupils will develop a simple 'star' orienteering activity. ➤ Pupils will learn to record information accurately and neatly. ➤ Pupils will learn to follow rules when completing a star orienteering activity. 	
SKILLS: Evaluating and improving performance		<ul style="list-style-type: none"> ➤ I can analyse my own, and others' performance. ➤ I can say how well I have done compared to others. 	<ul style="list-style-type: none"> ➤ I can say how well I have done compared to others and give reasons for my performance. ➤ I can improve my performance by considering how others have performed. 	<ul style="list-style-type: none"> ➤ I can work out how well I have performed and describe this using appropriate terms for the activity. ➤ I can perform better by taking into account my own previous tactics and also how successful they were. ➤ I can advise others in my team of the best strategy based on the combined strengths and weaknesses of everyone.
SWIMMING (KS2)	STAGE 1 (KS2) <ul style="list-style-type: none"> ➤ I am confident in getting into the water and moving around in different directions. ➤ don't mind getting water splashed on my face. ➤ I can float in the water on my back or front with the aid of a float ➤ I can push off from the side and float across the pool. ➤ I know how to stay safe in water - stay in depth / signal for help / follow instructions and signs / etc. 	STAGE 2 (KS2) <ul style="list-style-type: none"> ➤ I can jump into the pool with confidence. ➤ I can blow bubbles with my mouth and nose underwater. ➤ I can put my feet on the bottom after floating on my front or back. ➤ I can push off from the side of the pool and float on my back ➤ I can float on my front, spin onto my back and then back onto my front again. 	STAGE 3 (KS2) <ul style="list-style-type: none"> ➤ I can jump into a pool and go underwater briefly ➤ I can glide underwater from the side of the pool ➤ I can pick up an object from the bottom of the pool. ➤ I know how to keep safe and avoid dangers in and around water. ➤ I can change my shape or position whilst floating in water ➤ I can swim for a minimum of 10m using my preferred stroke 	STAGE 4 (KS2) <ul style="list-style-type: none"> ➤ I can dive below the surface from a float or breaststroke position. ➤ I can swim for a minimum of 10m using a range of strokes effectively. ➤ I can confidently jump into deep water using a range of different shaped jumps ➤ I can do a forward roll from a float or breaststroke position ➤ I can swim a minimum of 10m wearing everyday clothes ➤ I can climb out of the pool without using the steps ➤ I can swim a minimum of 25m using any efficient stroke ➤ I can do a sequence of rolls, twists and turns in deep-water with confidence



End of Key Stage NC end points	ELG <ul style="list-style-type: none"> ➤ Negotiate space and obstacles safely, with consideration for themselves and others ➤ Demonstrate strength, balance and coordination when playing ➤ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	KS1 <ul style="list-style-type: none"> ➤ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ➤ participate in team games, developing simple tactics for attacking and defending ➤ perform dances using simple movement patterns 	KS2 <ul style="list-style-type: none"> ➤ use running, jumping, throwing and catching in isolation and in combination ➤ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ➤ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ➤ perform dances using a range of movement patterns ➤ take part in outdoor and adventurous activity challenges both individually and within a team ➤ compare their performances with previous ones and demonstrate improvement to achieve their personal best ➤ 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] ➤ perform safe self-rescue in different water-based situations
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