



Physical Education Progression of Skills, Knowledge and Vocabulary Map 2023-2024

Physical Development	Foundation Stage	
	<p>EYFS Statutory Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	
Gross Motor	<p style="text-align: center;">Foundation Stage 1 Power, Cause and Effect, Structures</p>	<p style="text-align: center;">Foundation Stage 2 Power, Cause and Effect, Structures</p>
	<p>Continue to develop their movement, for example, balancing, running, jumping and climbing. Ride wheeled toys such as scooters, trikes and balance bikes. Kick a stationary ball with either foot. Throw a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. Go up steps and stairs, or climb up apparatus, using alternate feet. Stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines and circles pivoting from the shoulder and elbow. Start taking part in some group activities. 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. 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.</p>	<p>Revise and refine the fundamental movement skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing. Continue to develop the movement skills in hopping, galloping and skipping. Gain confidence and the skills required to ride a balance bike or pedal bike independently. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Work cooperatively, as a team, when playing games.</p>
Fine Motor	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips, after a key person has started it off.</p>	
Key Vocabulary	<p><i>Throw, catch, kick, roll, bounce, goal, underarm, overarm.</i> <i>Balance, forwards, backwards, sideways, full turn, half turn, curl, roll, slow, fast, tall, small, body parts, shape, jump, skip, jog, gallop, march, stretch, wide, narrow.</i> <i>Travel, perform, create, move, direction, space, levels, high, low, speed, start, stop.</i> <i>The language used when ‘talking through’ forming different movements, patterns and lines (straight, up and down, curved, spot, round, circle, wavy, cross, zig zag, spiral) and shared/individual writing. Pinch, grip, pincer, hold, space.</i></p>	



Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<p>Copy, remember and repeat actions.</p> <p>Create my own actions in relation to a theme.</p> <p>Explore varying speeds to represent an idea.</p> <p>Explore pathways within my performance.</p> <p>Begin to explore actions and pathways with a partner.</p> <p>Perform on my own and with others to an audience.</p> <p>Understand that I can move my body in different ways to create interesting actions.</p> <p>Understand that I can change my action to show an idea.</p> <p>Know that if I move into a space it will help to keep me and others safe.</p> <p>Know that when watching others I sit quietly and clap at the end.</p> <p>Know that if I use lots of space, it helps me to make my dance look interesting.</p>	<p>Accurately remember, repeat and link actions to express an idea.</p> <p>Develop an understanding of dynamics.</p> <p>Develop the use of pathways and travelling actions to include levels.</p> <p>Explore working with a partner using unison, matching and mirroring.</p> <p>Develop the use of facial expressions in my performance.</p> <p>Know that sequencing actions in a particular order will help me to tell the story of my dance.</p> <p>Understand that I can change the way I perform actions to show an idea.</p> <p>Know that I can use different directions, pathways and levels in my dance.</p> <p>Know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p>Know that using facial expressions helps to show the mood of my dance.</p> <p>Know that if I practice my dance my performance will improve.</p>	<p>Create actions in response to a stimulus individually and in groups.</p> <p>Use dynamics effectively to express an idea.</p> <p>Use direction to transition between formations.</p> <p>Develop an understanding of formations.</p> <p>Perform short, self-choreographed phrases showing an awareness of timing.</p> <p>Understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p>Understand that all actions can be performed differently to help show effect.</p> <p>Understand that I can use space to help my dance to flow.</p> <p>Understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics</p> <p>Understand that I can use timing techniques such as canon and unison to create effect.</p> <p>Know that if I show sensitivity to the music, my performance will look more complete.</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Change dynamics confidently within a performance to express changes in character.</p> <p>Confidently use changes in level, direction and pathway.</p> <p>Use action and reaction to present an idea.</p> <p>Perform complex dances that communicate narrative and character well, performing clearly and fluently.</p> <p>Understand that some actions are better suited to a certain character, mood or idea than others.</p> <p>Understand that some dynamics are better suited to a certain character, mood or idea than others.</p> <p>Understand that space can be used to express a certain character, mood or idea.</p> <p>Understand that some relationships are better suited to a certain character, mood or idea than others.</p> <p>Know that being aware of other performers in my group will help us to move in time.</p> <p>Know that I can select from a range of dance techniques to translate my idea.</p>	<p>Choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p>Confidently use dynamics to express different dance styles.</p> <p>Confidently use direction and patterning to express different dance styles.</p> <p>Confidently use formations, canon and unison to express a dance idea.</p> <p>Perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p> <p>Understand that different dance styles utilise selected actions to develop sequences in a specific style.</p> <p>Understand that different dance styles utilise selected dynamics to express mood.</p> <p>Understand that space relates to where my body moves both on the floor and in the air.</p> <p>Understand that different dance styles utilise selected relationships to express mood.</p> <p>Understand what makes a performance effective and know how to apply these principles to my own and others' work.</p>	<p>Show controlled movement which express emotion and feeling.</p> <p>Explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</p> <p>Use a variety of compositional principles when creating my own dances.</p> <p>Demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p> <p>Understand that actions can be improved with consideration to extension, shape and recognition of intent.</p> <p>Understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.</p> <p>Know that combining space and relationships with a prop can help me to express my dance idea.</p> <p>Understand how a leader can ensure our dance group performs together.</p> <p>Know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.</p>
Key Vocabulary	Counts, pose, level, slow, fast, balance	Mirror, action, pathway, direction, speed, timing	Flow, explore, create, perform, match, feedback, expression	Represent, reaction, dynamics, unison, control	Formation, posture, performance, canon, relationship	Choreograph, phrase, contrast, structure, fluently, connect



<p>Assessment and indicators</p>	<p>Begin to use counts. Copy, remember and repeat actions. Move confidently and safely. Use different parts of the body in isolation and together. Work with others to share ideas and select actions. Choose appropriate movements for different dance ideas. Express what was enjoyable about someone else's performance. Show some sense of dynamic and expressive qualities in dance.</p>	<p>Begin to provide feedback using key words. Copy, remember, repeat and create dance phrases. Describe how the body feels during exercise. Show a character and idea through the actions and dynamics chosen. Use counts to stay in time with the music. Work with a partner using mirroring and unison in actions. Show confidence to perform.</p>	<p>Be respectful of others when watching them perform. Provide feedback using key words. Repeat, remember and perform a dance phrase. Use counts to keep in time with a partner and group. Use dynamic and expressive qualities in relation to an idea. Work with a partner and in a small group, sharing ideas. Create short dance phrases that communicate the idea.</p>	<p>Choose actions and dynamics to convey a character or idea. Copy and remember set choreography. Provide feedback using appropriate language relating to the lesson. Respond imaginatively to a range of stimuli relating to character and narrative. Use changes in timing and spacing to develop a dance. Use counts to keep in time with others and the music. Use simple movement patterns to structure dance phrases independently, with a partner and in a group. Show respect for others when working as a group and watching others perform.</p>	<p>Accurately copy and repeat set choreography. Choreograph phrases individually and with others considering actions and dynamics. Confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. Lead a group through short warmup routines. Refine the use of actions, dynamics, relationships and space in dance in response to a stimulus. Suggest ways to improve own and other people's work using key terminology. Use counts when choreographing to stay in time with others and the music. Use feedback provided to improve own work.</p>	<p>Choreograph a dance and work safely using a prop. Lead a small group through a short warmup routine. Perform dances confidently and fluently with accuracy and good timing. Refine the use of actions, dynamics and relationships to represent ideas, emotions, feelings and character's. Use appropriate language to evaluate and refine own and others' work. Use feedback provided to improve the quality of own work. Work creatively and imaginatively independently, with a partner and in a group to choreograph and structure dances.</p>
<p>Year Group Connected Concepts</p>	<p>Key Stage 1 Power, Cause and Effect, Structures</p>		<p>Lower Key Stage 2 Power, Cause and Effect, Structures</p>		<p>Upper Key Stage 2 Power, Cause and Effect, Structures</p>	
<p>Body Movement – Yoga</p>	<p>Year 1</p> <p>Perform balances and poses making my body tense, stretched and curled. Explore poses and movements that challenge my flexibility. Explore strength whilst transitioning from one pose to another. Recognise my own feelings in response to a task or activity. <i>Know that if I focus on something still it will help me to balance.</i> <i>Know that yoga helps to improve flexibility which we need in everyday tasks.</i> <i>Know that I can use my strength to move slowly and with control.</i></p>	<p>Year 2</p> <p>Remember, copy, and repeat sequences of linked poses. Show increased awareness of extension in poses. Demonstrate increased control in performing poses. Explore controlling my focus and sense of calm. <i>Understand that I can squeeze my muscles to help me to balance.</i> <i>Know that flexibility helps us to stretch our muscles and increase the movement in our joints.</i> <i>Know that strength helps us with everyday tasks such as carrying our school bag.</i> <i>Understand that I can use yoga to make me feel calm.</i></p>	<p>Year 3</p> <p>Demonstrate increased control when in poses. Explore poses and movement in relation to my breath. Explore arm balances with some control. Develop my ability to stay still and keep my focus. <i>Understand that if I use the whole of the body part in contact with the floor, it will help me to balance.</i> <i>Know that if I move as I breathe out I can stretch a little bit further.</i> <i>Understand that I need to use different muscles for different poses.</i> <i>Know that I can use my breath to focus.</i></p>	<p>Year 4</p> <p>Explore using my breath to maintain balance within a pose. Demonstrate increased extension in poses. Demonstrate increased control and strength when in a pose. Engage with mindfulness activities with increased focus. <i>Understand that if I move with my breath it will help me to balance.</i> <i>Understand which body parts I am trying to extend in different poses.</i> <i>Understand that people have different levels of strength.</i></p>	<p>Year 5</p> <p>Use my breath to maintain balance within an individual and partner pose. Develop flexibility by connecting movement with breath. Demonstrate increased control and strength when in and transitioning between poses. Explore methods I can use to control how I feel. <i>Understand that I need to apply force to maintain balance in a partner pose.</i> <i>Understand that I can improve my flexibility when moving with my breath.</i> <i>Know the muscles I am using by name.</i></p>	<p>Year 6</p> <p>Link combinations of poses for balance with increased control in transition. Confidently transition from one pose to another showing extension connected to breath. Explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses. Explore methods to control how I feel with some success. <i>Know where and when to apply force to maintain control and balance.</i> <i>Know which of my muscles require more practice to increase my flexibility.</i></p>



	Understand that yoga can make me feel happy.			Understand that mindfulness is a personal journey.	Understand that there are different techniques I can use to control how I feel.	Understand that I can build up my strength by practicing in my own time. Identify times in my everyday life when mindfulness activities would be helpful for my wellbeing.
Key Vocabulary	<i>Feel, breath, copy, listen, slowly</i>	<i>Focus, pace, position, create, flow, choose</i>	<i>Strength, perform, flexibility, try, link, technique</i>	<i>Grounded, relax, mindfulness, stable, down dog, control</i>	<i>Quality, develop, notice, high lunge, calm, fluidity</i>	<i>Salutation, collaboratively, transition, practice, aware, connected</i>
Assessment and indicators	<p>Recognise how yoga makes us both feel physically and mentally.</p> <p>Remember and repeat actions, linking poses together.</p> <p>Express positives in someone else's flow.</p> <p>Show an awareness of space when travelling.</p> <p>Work with others to create poses.</p>	<p>Begin to provide feedback using key words.</p> <p>Copy, remember and repeat yoga flows.</p> <p>Describe how the body feels during exercise.</p> <p>Move from one pose to another thinking about breath.</p> <p>Use clear shapes when performing poses.</p> <p>Work with others to create simple flows showing some control.</p>	<p>Copy and link yoga poses together to create a short flow.</p> <p>Describe how yoga makes us feel.</p> <p>Move from one pose to another in time with our breath.</p> <p>Provide feedback using key words.</p> <p>Work with others to create a flow including a number of poses.</p> <p>How some stability when holding yoga poses.</p>	<p>Describe how yoga makes us feel and can talk about the benefits of yoga.</p> <p>Link poses together to create a yoga flow.</p> <p>Provide feedback using key terminology and understand what is needed to improve</p> <p>Transition from pose to pose in time with our breath.</p> <p>Work collaboratively and effectively with others.</p> <p>Demonstrate yoga poses which show clear shapes.</p> <p>Show increasing control and balance when moving from one pose to another.</p>	<p>Show confidence in leading others through poses and flows.</p> <p>Create a yoga flow working safely with a partner.</p> <p>Identify how different activities can benefit our physical health.</p> <p>Move with control from one pose to another demonstrating good balance.</p> <p>Provide feedback to others using key terminology.</p> <p>Use feedback provided to improve work.</p> <p>Use breath to move from pose to pose.</p> <p>Show strength and flexibility whilst holding yoga poses.</p>	<p>Show confidence in leading others, demonstrating poses and teaching them own flow.</p> <p>Use feedback provided to improve the quality of work.</p> <p>Use breath to transition from one pose to another with control.</p> <p>Use yoga poses to improve flexibility, strength and balance.</p> <p>Choose poses which link easily from one to the other help sequence flow.</p> <p>Recognise own and others strengths and areas for development and can suggest ways to improve.</p> <p>Understand that there are different areas of fitness and how this helps us in different activities.</p>
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Body Movement – Gymnastics	<p>Explore basic shapes straight, tuck, straddle, pike.</p> <p>Perform balances making my body tense, stretched and curled.</p> <p>Explore barrel, straight and forward roll progressions.</p> <p>Explore shape jumps including jumping off low apparatus.</p> <p>Understand that I can improve my shapes by extending parts of my body.</p>	<p>Explore using shapes in different gymnastic balances.</p> <p>Remember, repeat and link combinations of gymnastic balances.</p> <p>Explore barrel, straight and forward roll and put into sequence work.</p> <p>Explore shape jumps and take off combinations.</p> <p>Know that some shapes link well together.</p>	<p>Explore matching and contrasting shapes.</p> <p>Explore point and patch balances and transition smoothly into and out of them.</p> <p>Develop the straight, barrel, and forward roll.</p> <p>Develop stepping into shape jumps with control.</p> <p>Understand how to use body tension to make my shapes look better.</p>	<p>Develop the range of shapes I use in my sequences.</p> <p>Develop control and fluency in individual and partner balances.</p> <p>Develop strength in bridge and shoulder stand.</p> <p>Develop the straight, barrel, forward and straddle roll and perform them with increased control.</p>	<p>Perform shapes consistently and fluently linked with other gymnastic actions.</p> <p>Explore symmetrical and asymmetrical balances.</p> <p>Explore progressions of a cartwheel.</p> <p>Develop control in the straight, barrel, forward, straddle and backward roll.</p> <p>Select a range of jumps to include in sequence work.</p>	<p>Combine and perform gymnastic shapes more fluently and effectively.</p> <p>Explore counter balance and counter tension.</p> <p>Develop control in progressions of a cartwheel and a headstand.</p> <p>Develop fluency and consistency in the straddle, forward and backward roll.</p> <p>Combine and perform a range of gymnastic jumps</p>



	<p>Know that balances should be held for 5 seconds.</p> <p>Know that I can use different shapes to roll.</p> <p>Know that landing on the balls of my feet helps me to land with control.</p> <p>Know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</p>	<p>Understand that squeezing my muscles helps me to balance.</p> <p>Understand that there are different teaching points for different rolls.</p> <p>Understand that looking forward will help me to land with control.</p> <p>Know that if I use shapes that link well together it will help my sequence to flow.</p>	<p>Understand that I can make my balances look interesting by using different levels.</p> <p>Understand the safety considerations when performing more difficult rolls.</p> <p>Understand that I can change the take off and shape of my jumps to make them look interesting.</p> <p>Know that if I use different levels it will help to make my sequence look interesting.</p>	<p>Develop control in performing and landing rotation jumps.</p> <p>Understand how shapes can be used to improve my sequence.</p> <p>Know that inverted movements are actions in which my hips go above my head.</p> <p>Know how to keep myself and others safe when performing partner balances.</p> <p>Understand that I can keep the shape of my roll using body tension.</p> <p>Know that I can control my landing by landing toes first, looking forwards and bending my knees.</p> <p>Know that if I use different directions it will help to make my sequence look interesting.</p>	<p>Understand that shapes underpin all other skills.</p> <p>Understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.</p> <p>Understand how to use contrasting balances to make my sequences look interesting.</p> <p>Understand that I need to work within my own capabilities and this may be different to others.</p> <p>Understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.</p> <p>Know that if I use different pathways it will help to make my sequence look interesting.</p>	<p>more fluently and effectively.</p> <p>Know which shapes to use for each skill.</p> <p>Understand that spreading my weight across a base of support will help me to balance.</p> <p>Know where and when to apply force to maintain control and balance.</p> <p>Understand that I can use momentum to help me to roll and know where that momentum comes from.</p> <p>Understand that taking off from two feet will give me more height and therefore more time in the air.</p> <p>Know that if I use changes in formation it will help to make my sequence look interesting.</p>
Key Vocabulary	<i>Action, jump, roll, level, direction, speed, point, balance</i>	<i>Link, pathway, straddle, speed, sequence, star, tuck, pike</i>	<i>Flow, explore, create, control matching, interesting, contrasting</i>	<i>Technique, quality, apparatus, perform, extension, inverted</i>	<i>Symmetrical, asymmetrical, rotation, synchronisation, aesthetics, progression, canon</i>	<i>Formation, momentum, counter balance, fluently, counter tension, stability</i>
Assessment and indicators	<p>Confident to perform in front of others.</p> <p>Link simple actions together to create a sequence.</p> <p>Make my body tense, relaxed, stretched and curled.</p> <p>Recognise changes in my body when I do exercise.</p> <p>Remember and repeat actions and shapes.</p> <p>Express positives about someone else's performance.</p> <p>Use apparatus safely and wait for my turn.</p>	<p>Begin to provide feedback using key words.</p> <p>Be proud of work and confident to perform in front of others.</p> <p>Perform the basic gymnastic actions with some control and balance.</p> <p>Plan and repeat simple sequences of actions.</p> <p>Use directions and levels to make work look interesting.</p> <p>Use shapes when performing other skills.</p> <p>Work safely with others and apparatus.</p>	<p>Adapt sequences to suit different types of apparatus.</p> <p>Choose actions that flow well into one another.</p> <p>Choose and plan sequences of contrasting actions.</p> <p>Complete actions with increasing balance and control.</p> <p>Move in unison with a partner.</p> <p>Provide feedback using key words.</p> <p>Use a greater number of own ideas for movements in response to a task.</p> <p>With help, recognise how performances could be improved.</p>	<p>Explain what happens to the body when exercising and how this helps to make us healthy.</p> <p>Identify some muscle groups used in gymnastic activities.</p> <p>Plan and perform sequences with a partner that include a change of level and shape.</p> <p>Provide feedback using appropriate language relating to the lesson.</p> <p>Safely perform balances individually and with a partner.</p> <p>Watch, describe and suggest possible improvements to others' performances and own.</p> <p>Understand how body tension can improve the</p>	<p>Create and perform sequences using apparatus, individually and with a partner.</p> <p>Lead a partner through short warmup routines.</p> <p>Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>Use feedback provided to improve work.</p> <p>Use set criteria to make simple judgments about performances and suggest ways they could be improved.</p> <p>Use strength and flexibility to improve the quality of a performance.</p>	<p>Combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>Create and perform sequences using compositional devices to improve the quality.</p> <p>Lead a small group through a short warmup routine.</p> <p>Use appropriate language to evaluate and refine my own and others' work.</p> <p>Work collaboratively with others to create a sequence.</p> <p>Understand how to work safely when learning a new skill.</p> <p>Understand what counter balance and counter tension is and can show examples with a partner.</p>



				control and quality of my movements.	Work safely when learning a new skill to keep myself and others safe	
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamental Movement Skills – Fundamentals	<p>Move with some control and balance.</p> <p>Explore changing direction and dodging.</p> <p>Discover how the body moves at different speeds.</p> <p>Explore stability and landing safely.</p> <p>Demonstrate control in take-off and landing when jumping.</p> <p>Begin to explore hopping in different directions.</p> <p>Show coordination when turning a rope.</p> <p>Use rhythm to jump continuously in a French rope.</p> <p>Understand that bending my knees will help me to change direction.</p> <p>Understand that if I swing my arms it will help me to run faster.</p> <p>Know that looking ahead will help me to balance.</p> <p>Know that landing on my feet helps me to balance.</p> <p>Know that landing on the balls of my feet helps me to land with control.</p> <p>Know that I should hop with a soft bent knee.</p> <p>Know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>	<p>Demonstrate balance when changing direction.</p> <p>Demonstrate balance when performing movements.</p> <p>Clearly show different speeds when running.</p> <p>Demonstrate jumping for distance, height and in different directions.</p> <p>Demonstrate hopping for distance, height and in different directions.</p> <p>Explore single and double bounce when jumping in a rope.</p> <p>Know that putting weight into the front of my feet helps me to stop in a balanced position.</p> <p>Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Understand that squeezing my muscles helps me to balance.</p> <p>Know that swinging my arms forwards will help me to jump further.</p> <p>Know that if I look straight ahead it will stop me falling over when I land.</p> <p>Know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>	<p>Demonstrate balance when performing other fundamental skills.</p> <p>Show an increase and decrease in speed.</p> <p>Link jumping and hopping actions.</p> <p>Jump and turn a skipping rope.</p> <p>Understand that leaning slightly forwards helps to increase speed (acceleration).</p> <p>Leaning my body in the opposite direction to travel helps to slow down (deceleration).</p> <p>Understand how balance helps us with everyday tasks.</p> <p>Know that if I jump and land in quick succession, momentum will help me to jump further.</p> <p>Understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</p>	<p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Change direction quickly under pressure.</p> <p>Demonstrate when and how to accelerate and decelerate.</p> <p>Link hopping and jumping actions with other fundamental skills.</p> <p>Consistently skip in a rope.</p> <p>Understand that a change of direction and speed can help to get past or away from an opponent.</p> <p>Understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>Know that swinging my no hopping foot helps to create momentum.</p> <p>Understand that keeping my chest up helps me to stay balanced.</p>		
Key Vocabulary	<i>Fast, hop, slow, direction, land, safely</i>	<i>Dodge, jog, hurdle, speed, steady, sprint</i>	<i>Distance, technique, control, tension, coordination, rhythm</i>	<i>Accelerate, momentum, decelerate, pace, transfer, stability</i>		
Assessment and indicators	Change direction when moving at speed.	Begin to provide feedback using key words.	Able to jump and turn a skipping rope.	Change direction quickly under pressure.		



	<p>Recognise changes in body when exercising.</p> <p>Run at different speeds.</p> <p>Select own actions in response to a task.</p> <p>Show hopping and jumping movements.</p> <p>Work cooperatively with others to complete tasks.</p> <p>Show balance and coordination when static and moving at a slow speed.</p>	<p>Begin to turn and jump in an individual skipping rope.</p> <p>Describe how the body feels during exercise.</p> <p>Show balance when changing direction.</p> <p>Show hopping, skipping and jumping movements with some balance and control.</p> <p>Work cooperatively with a partner and a small group.</p> <p>Show balance and coordination when running at different speeds.</p>	<p>Change direction quickly.</p> <p>Identify when I was successful.</p> <p>Link hopping and jumping actions.</p> <p>Demonstrate balance when performing other fundamental skills.</p> <p>Understand how the body moves differently at different speeds.</p> <p>Understand why it is important to warm up.</p>	<p>Explain what happens when during exercise.</p> <p>Identify when I was successful and what is needed to improve.</p> <p>Link hopping and jumping actions with other fundamental skills.</p> <p>Work with others to complete skipping challenges.</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Understand and can demonstrate how and when to speed up and slow down when running.</p>		
Year Group Connected Concepts	<p>Key Stage 1 Power, Cause and Effect, Structures</p>		<p>Lower Key Stage 2 Power, Cause and Effect, Structures</p>		<p>Upper Key Stage 2 Power, Cause and Effect, Structures</p>	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamental Movement Skills – Fitness	<p>Change direction whilst running.</p> <p>Explore balancing in more challenging activities with some success.</p> <p>Explore coordination when using equipment.</p> <p>Explore running at different speeds.</p> <p>Explore exercises using my own body weight.</p> <p>Explore moving for longer periods of time and identify how it makes me feel.</p> <p>Understand that bending my knees will help me to change direction.</p> <p>Know that looking ahead will help me to balance.</p> <p>Know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.</p>	<p>Demonstrate improved technique when changing direction on the move.</p> <p>Demonstrate increased balance whilst travelling along and over equipment.</p> <p>Perform actions with increased control when coordinating my body with and without equipment.</p> <p>Demonstrate running at different speeds.</p> <p>Demonstrate increased control in body weight exercises.</p> <p>Show an ability to work for longer periods of time.</p> <p>Know using small quick steps helps me to change direction.</p> <p>Understand that I can squeeze my muscles to help me to balance.</p> <p>Understand that some skills require me to move body parts at different times such as skipping.</p>	<p>Show balance when changing direction.</p> <p>Explore more complex activities which challenge balance.</p> <p>Co-ordinate my body with increased consistency in a variety of activities.</p> <p>Explore sprinting technique.</p> <p>Explore building strength in different muscle groups.</p> <p>Explore using my breath to increase my ability to work for longer periods of time.</p> <p>Understand how agility helps us with everyday tasks.</p> <p>Understand how balance helps us with everyday tasks.</p> <p>Understand how coordination helps us with everyday tasks.</p> <p>Understand that leaning slightly forwards helps to increase speed.</p>	<p>Show balance when changing direction at speed.</p> <p>Show control whilst completing activities which challenge balance.</p> <p>Explore increased speed when coordinating my body.</p> <p>Demonstrate improved sprinting technique.</p> <p>Develop building strength in different muscle groups.</p> <p>Demonstrate using my breath to maintain my work rate.</p> <p>Know that keeping my elbows bent when changing direction will help me to stay balanced.</p> <p>Understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>Understand that if I begin in a ready position I can react quicker.</p>	<p>Demonstrate improved body posture and speed when changing direction.</p> <p>Change my body position to maintain a controlled centre of gravity.</p> <p>Demonstrate increased speed when coordinating my body.</p> <p>Apply the best pace for a set distance or time.</p> <p>Demonstrate increased technique in body weight exercises.</p> <p>Use a steady pace to be able to move for sustained periods of time.</p> <p>Understand that to change direction I push off my outside foot and turn my hips.</p> <p>Understand that dynamic balances are harder than static balances as my centre of gravity changes.</p> <p>Understand that people will have varying levels of</p>	<p>Change direction with a fluent action and transition smoothly between varying speeds.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p> <p>Adapt running technique to meet the needs of the distance.</p> <p>Complete body weight exercises for increased repetitions with control and fluency.</p> <p>Use my breath to increase my ability to move for sustained periods of time.</p> <p>Understand that agility requires speed, strength, good balance and coordination.</p>



	<p>Understand that if I swing my arms it will help me to run faster.</p> <p>Understand that exercise helps me to become stronger.</p> <p>Understand that when I move for a long time it can make me feel hot and I breathe faster.</p>	<p>Know that I take shorter steps to jog and bigger steps to run.</p> <p>Know that strength helps us with everyday tasks such as carrying our school bag.</p> <p>Know that I need to run slower if running for a long period of time.</p>	<p>Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Know that when completing strength activities they need to be performed slowly and with control to help me to stay safe.</p> <p>Understand how stamina helps us in other life activities.</p>	<p>Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Understand that strength comes from different muscles and know how I can improve my strength.</p> <p>Understand that I need to pace myself when running further or for a long period of time.</p>	<p>coordination and that I can get better with practice.</p> <p>Understand that taking big consistent strides will help to create a rhythm that allows me to run faster.</p> <p>Know the muscles I am using by name.</p> <p>Understand that keeping a steady breath will help me to move for longer periods of time</p>	<p>Know where and when to apply force to maintain control and balance.</p> <p>Understand that coordination also requires good balance and know how to achieve this.</p> <p>Know that speed can be improved by training and know which speed to select for the distance.</p> <p>Understand that I can build up my strength by practicing in my own time.</p> <p>Know which exercises can develop stamina and understand that it can be improved by training over time.</p>
Key Vocabulary	<i>Exercise, body, heart, mood, lungs</i>	<i>Strong, pace, jog, speed, steady, race, sprint</i>	<i>Distance, strength, balance, accurately, control</i>	<i>Progress, technique, muscle, coordination, stamina, healthy</i>	<i>Technique, agility, momentum, drive, rhythm, power</i>	<i>Generate force, continuous, measure, flexibility, analyse, record</i>
Assessment and indicators	<p>Recognise changes in the body when exercising.</p> <p>Share ideas with other people in the class</p> <p>Talk about what exercise does to the body.</p> <p>Recognise how exercise makes us feel.</p> <p>Try my best in the challenges I am set.</p> <p>Understand why it is important to warm up.</p>	<p>Describe how the body feels during exercise</p> <p>Show hopping and jumping movements with some balance and control</p> <p>Persevere with new challenges.</p> <p>Show determination to continue working over a longer period of time.</p> <p>Understand that running at a slower speed will allow me to run for a longer period of time.</p> <p>Work with others to turn a rope and encourage others to jump at the right time.</p>	<p>Collect and record my scores, recognising my strengths.</p> <p>Complete exercises with control.</p> <p>Persevere when finding a challenge hard.</p> <p>Provide feedback using key words.</p> <p>Use key points to help me to improve my sprinting technique.</p> <p>Work safely with others.</p> <p>Show balance when changing direction.</p> <p>Understand that there are different areas of fitness.</p>	<p>Collect and record scores and identify areas needed to improve.</p> <p>Use key points to help to improve sprinting technique.</p> <p>Share ideas and work with others to manage activities.</p> <p>Show balance when changing direction at speed.</p> <p>Show control when completing activities to improve balance.</p> <p>Show determination to continue working over a period of time.</p> <p>Understand there are different areas of fitness and that each area challenges my body differently.</p>	<p>Analyse fitness scores to identify areas for improvement.</p> <p>Choose the best pace for a running event and maintain speed</p> <p>Encourage and motivate others to work to their personal best</p> <p>Identify how different activities can benefit physical health</p> <p>Work with others to manage activities</p> <p>Understand the different components of fitness and how to test them</p> <p>Understand what maximum effort looks and feels like and determined to achieve it</p>	<p>Change running technique to adapt to different distances.</p> <p>Collect, record and analyse scores to identify areas where the most improvement has been made.</p> <p>Work with others to organise, manage and record information at a station.</p> <p>Encourage and motivate others to work to their best</p> <p>Understand that there are different areas of fitness and how this helps us in different activities.</p> <p>Understand the different components of fitness and ways to test and develop them.</p> <p>Work to maximum consistently when presented with challenges.</p>
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



<p>Fundamental Movement Skills – Athletics</p>	<p>Explore running at different speeds.</p> <p>Develop balance whilst jumping and landing.</p> <p>Explore hopping, jumping and leaping for distance.</p> <p>Explore throwing for distance and accuracy.</p> <p>Understand that if I swing my arms it will help me to run faster.</p> <p>Know that landing on the balls of my feet helps me to land with control.</p> <p>Understand that if I bend my knees it will help me to jump further.</p> <p>Know that stepping forward with my opposite foot to hand will help me to throw further.</p> <p>Know that rules help us to play fairly.</p>	<p>Develop the sprinting action.</p> <p>Develop jumping, hopping and skipping actions.</p> <p>Explore safely jumping for distance and height.</p> <p>Develop overarm throwing for distance.</p> <p>Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Know that swinging my arms forwards will help me to jump further.</p> <p>Know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.</p> <p>Know how to follow simple rules when working with others.</p>	<p>Develop the sprinting technique and apply it to relay events.</p> <p>Develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>Explore the technique for a pull throw.</p> <p>Understand that leaning slightly forwards helps to increase speed.</p> <p>Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Know that if I jump and land in quick succession, the momentum will help me to jump further.</p> <p>Understand that the speed of the movement helps to create power.</p> <p>Know the rules of the event and begin to apply them.</p>	<p>Develop an understanding of speed and pace in relation to distance.</p> <p>Develop power and speed in the sprinting technique.</p> <p>Develop technique when jumping for distance.</p> <p>Explore power and technique when throwing for distance in a pull and heave throw.</p> <p>Understand that I need to pace myself when running further or for a long period of time.</p> <p>Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Understand that transferring weight will help me to jump further.</p> <p>Understand that transferring weight will help me to throw further.</p> <p>Know and understand the rules to be able to manage our own events.</p>	<p>Apply fluency and coordination when running for speed in relay changeovers.</p> <p>Effectively apply speeds appropriate for the event.</p> <p>Explore technique and rhythm in the triple jump.</p> <p>Develop technique and power in javelin and shot put.</p> <p>Understand that taking big consistent strides will help to create a rhythm that allows me to run faster.</p> <p>Understand that keeping a steady breath will help me when running longer distances.</p> <p>Know that if I drive my knees high and fast I can build power and therefore distance in my jumps.</p> <p>Know how to transfer my weight in different throws to increase the distance.</p> <p>Understand and apply rules in a variety of events using official equipment.</p>	<p>Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p> <p>Develop power, control and technique in the triple jump.</p> <p>Develop power, control and technique when throwing discus and shot put.</p> <p>Understand that I need to prepare my body for running and know the muscle groups I will need to use.</p> <p>Understand that a run up builds speed and power and enables me to jump further.</p> <p>Understand that I need to prepare my body for throwing and know the muscle groups I will need to use.</p> <p>Understand and apply rules in events that pose an increased risk.</p>
<p>Key Vocabulary</p>	<p><i>Far, hop, aim, fast, slow, bend, improve, direction, travel</i></p>	<p><i>Sprint, jog, distance, height, take off, landing, overarm, underarm</i></p>	<p><i>Speed, power, strength, accurately, higher, pace, control, faster, further</i></p>	<p><i>Power, stamina, officiate, perseverance, determination, accuracy, personal best</i></p>	<p><i>Technique, downsweep, upsweep, flight, rhythm, stride</i></p>	<p><i>Force, rotation, compete, trajectory, momentum, continuous pace, transfer of weight</i></p>
<p>Assessment and indicators</p>	<p>Able to throw towards a target.</p> <p>Beginning to show balance and coordination when changing direction.</p> <p>Developing overarm throwing.</p> <p>Recognise changes in the body when exercising.</p> <p>Run at different speeds.</p> <p>Work with others and make safe choices.</p> <p>Try my best.</p> <p>Understand the difference between a jump, a leap and a hop and can choose which</p>	<p>Show balance and coordination when running at different speeds.</p> <p>Jump and land with control.</p> <p>Use an overarm throw to help to throw for distance.</p> <p>Work with others, taking turns and sharing ideas.</p> <p>Identify good technique</p> <p>Describe how my body feels during exercise.</p> <p>Try my best.</p>	<p>Developing jumping for distance.</p> <p>Identify when I was successful.</p> <p>Take part in a relay activity, remembering when to run and what to do.</p> <p>Throw a variety of objects, changing my action for accuracy and distance.</p> <p>Use different take off and landings when jumping.</p> <p>Use key points to help to improve sprinting technique.</p> <p>Work with a partner and in a small group, sharing ideas.</p>	<p>Demonstrate the difference in sprinting and jogging techniques.</p> <p>Explain what happens in the body when warming up.</p> <p>Identify when I was successful and what I need to do to improve.</p> <p>Jump for distance with balance and control.</p> <p>Throw with some accuracy and power to a target area</p> <p>Show determination to improve personal best.</p> <p>Support and encourage others to work to their best.</p>	<p>Choose the best pace for a running event.</p> <p>Identify good athletic performance and explain why it is good.</p> <p>Perform a range of jumps showing some technique.</p> <p>Show control at take-off and landing in jumping activities</p> <p>Take on the role of coach, official and timer when working in a group.</p> <p>Use feedback to improve sprinting technique.</p> <p>Persevere to achieve personal best.</p>	<p>Compete within the rules showing fair play and honesty.</p> <p>Help others to improve their technique using key teaching points.</p> <p>Identify my own and others' strengths and areas for development and can suggest ways to improve.</p> <p>Perform jumps for distance using good technique.</p> <p>Select and apply the best pace for a running event.</p> <p>Show accuracy and good technique when throwing for distance.</p>



	allows me to jump the furthest.		Show determination to achieve personal best.		Show accuracy and power when throwing for distance.	Understand that there are different areas of fitness and how this helps in different activities. Use different strategies to persevere to achieve personal best.
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games – Invasion (invasion, handball, netball, basketball, football, tag rugby and hockey)	<p>Explore s&r with hands and feet to a partner.</p> <p>Explore dribbling with hands and feet.</p> <p>Recognise good space when playing games.</p> <p>Explore changing direction to move away from a partner.</p> <p>Explore tracking and moving to stay with a partner.</p> <p>Know to look at my partner before sending the ball.</p> <p>Dribbling: know that moving with a ball is called dribbling.</p> <p>Understand that being in a good space helps us to pass the ball.</p> <p>Know that being able to move away from a partner helps my team to pass me the ball.</p> <p>Know that staying with a partner makes it more difficult for them to receive the ball.</p> <p>Know that tactics can help us when playing games.</p> <p>Know that rules help us to play fairly.</p>	<p>Developing s&r with increased control.</p> <p>Explore dribbling with hands and feet with increasing control on the move.</p> <p>Explore moving into space away from others.</p> <p>Developing moving into space away from defenders.</p> <p>Explore staying close to other players to try and stop them getting the ball.</p> <p>Know to control the ball before sending it.</p> <p>Know that keeping my head up will help me to know where defenders are.</p> <p>Know that moving into space away from defenders helps me to pass and receive a ball.</p> <p>Know that when my team is in possession of the ball, I am an attacker and we can score.</p> <p>Know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball.</p> <p>Know that standing between the ball and the attacker will help me to stop them from getting the ball.</p> <p>Understand and apply simple tactics for attack and defence.</p> <p>Know how to score points and follow simple rules.</p>	<p>Explore s&r abiding by the rules of the game.</p> <p>Explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Develop using space as a team.</p> <p>Develop movement skills to lose a defender.</p> <p>Explore shooting actions in a range of invasion games.</p> <p>Develop tracking opponents to limit their scoring opportunities.</p> <p>Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>Know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</p> <p>Know that by spreading out as a team we move the defenders away from each other.</p> <p>Know my role as an attacker and defender.</p> <p>Know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</p> <p>Know the rules of the game and begin to apply them.</p>	<p>Develop passing techniques appropriate to the game with increasing success.</p> <p>Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</p> <p>Link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p>Develop moving into space to help my team.</p> <p>Change direction to lose an opponent with some success.</p> <p>Develop defending one on one and begin to intercept.</p> <p>Know that cushioning a ball will help me to control it when receiving it.</p> <p>Know that protecting the ball as I dribble will help me to maintain possession.</p> <p>Know that moving into space will help my team keep possession and score goals.</p> <p>Recognise when to pass and when to shoot.</p> <p>Know when to mark and when to attempt to win the ball.</p> <p>Know that applying attacking tactics will help to maintain possession and score goals.</p> <p>Know that applying defending tactics will help to</p>	<p>Develop control when s&r under pressure.</p> <p>Dribble with some control under pressure.</p> <p>Explore moving to create space for themselves and others in their team.</p> <p>Use a variety of techniques to lose an opponent e.g. change of direction or speed.</p> <p>Develop tracking and marking with increased success.</p> <p>Explore intercepting a ball using none and two hands.</p> <p>Know that not having a defender between myself and a ball carrier enables me to s&r with better control.</p> <p>Know that dribbling in different directions will help to lose a defender.</p> <p>Know that by moving to space even if not receiving the ball will create space for a teammate.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand and apply rules in a variety of invasion games whilst playing and officiating.</p>	<p>S&r consistently using a range of techniques with increasing control under pressure.</p> <p>Dribble consistently using a range of techniques with increasing control under pressure.</p> <p>Move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</p> <p>Confidently change direction to lose an opponent.</p> <p>Use a variety of defending skills (tracking, interception, jockeying) in game situations.</p> <p>Understand and make quick decisions about when, how and who to pass to.</p> <p>Choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.</p> <p>Understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.</p> <p>Know how to create and apply a tactic for a specific situation or outcome.</p> <p>Understand, apply and use rules consistently in a variety of invasion games</p>



				deny space, gain possession and stop goals. Know and understand the rules to be able to manage our own game.		whilst playing and officiating.
Key Vocabulary	<i>Defender points, dribbling, attacker, score, partner</i>	<i>Received, possession, send, goal, teammate, dodge, bounce pass</i>	<i>Receiver, footwork, rebound, tracking, interception, mark, travelling, playing area</i>	<i>Outwit, opposition, opponent, contact, pivot, court, field, pitch</i>	<i>Tactics, control, foul, pressure, onside, offside, support, obstruction</i>	<i>Consecutive, formation, consistently, conceding, dictate, turnover, contest, shut down</i>
Assessment and indicators	<p>Begin to dribble a ball with hands and feet.</p> <p>Change direction to move away from a defender.</p> <p>Recognise space when playing games.</p> <p>Send and receive a ball with hands and feet.</p> <p>Use simple rules to play fairly.</p> <p>Move to stay with another player when defending.</p> <p>Recognise changes in the body when completing exercise.</p> <p>Understand when I am a defender and when I am an attacker.</p>	<p>Describe how the body feels during exercise.</p> <p>Dodge and find space away from the other team.</p> <p>Move with a ball towards goal.</p> <p>Sometimes dribble a ball with hands and feet.</p> <p>Stay with another player to try and win the ball.</p> <p>Know how to score points and can remember the score.</p> <p>Know who is on my team and I can attempt to send the ball to them.</p>				
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games – Net and Wall (net and wall, tennis, volleyball and badminton)	<p>Explore hitting a dropped ball with a racket.</p> <p>Throw a ball over a net to land into the court area.</p> <p>Explore sending a ball with hands and a racket.</p> <p>Use the ready position to move towards a ball.</p> <p>Know to use the centre of the racket for control.</p> <p>Know to use an underarm throw to feed to a partner.</p> <p>Know that throwing/hitting to my partner with not too much power will help them to return the ball.</p>	<p>Develop hitting a dropped ball over a net.</p> <p>Accurately underarm throw over a net to a partner.</p> <p>Explore underarm rallying with a partner catching after one bounce.</p> <p>Consistently use the ready position to move towards a ball.</p> <p>Know to watch the ball as it comes towards me to help me to prepare to hit it.</p> <p>Know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.</p>	<p>Explore returning a ball using shots such as the forehand and backhand.</p> <p>Explore rallying using a forehand.</p> <p>Consistently use and return to the ready position in between shots.</p> <p>Know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.</p> <p>Know that hitting towards my partner will help them to return the ball easier and keep the rally going.</p> <p>Know that moving to the middle of my court will</p>	<p>Demonstrate technique when using shots playing cooperatively and beginning to execute this competitively.</p> <p>Develop rallying using both forehand and backhand with increased technique.</p> <p>Begin to use appropriate footwork patterns to move around the court.</p> <p>Understand when to play a forehand and a backhand and why.</p> <p>Know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.</p>	<p>Develop the range of shots used in a variety of games.</p> <p>Develop the range of serving techniques appropriate to the game.</p> <p>Use a variety of shots to keep a continuous rally.</p> <p>Demonstrate effective footwork patterns to move around the court.</p> <p>Know which skill to choose for the situation e.g. a volley if the ball is close to the net.</p> <p>Know that serving is how to start a game or rally and use the rules applied to the activity for serving.</p> <p>Know that playing the appropriate shot will help to</p>	<p>Demonstrate increased success and technique in a variety of shots.</p> <p>Serve accurately and consistently.</p> <p>Successfully apply a variety of shots to keep a continuous rally.</p> <p>Demonstrate a variety of footwork patterns relevant to the game I am playing.</p> <p>Know which skill to choose for the situation e.g. a volley if the ball is close to the net.</p> <p>Know that serving is how to start a game or rally and use the rules applied to the activity for serving.</p>



	<p>Know that using a ready position will help me to move in any direction.</p> <p>Know that tactics can help us to be successful when playing games.</p> <p>Know that rules help us to play fairly.</p>	<p>Know that sending the ball towards my partner will help me to keep a rally going.</p> <p>Know that using a ready position helps me to react quickly and return/catch a ball.</p> <p>Understand that applying simple tactics makes it difficult for my opponent.</p> <p>Know how to score points and follow simple rules.</p>	<p>enable me to cover the most space.</p> <p>Know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.</p> <p>Know the rules of the game and begin to apply them.</p>	<p>Know that getting my feet in the right position will help me to balance before playing a shot.</p> <p>Know that applying attacking tactics will help me to score points and create space.</p> <p>Know that applying defending tactics will help me to deny space, return a ball and limit points.</p> <p>Know and understand the rules to be able to manage our own game.</p>	<p>keep the rally going. Know that control is more important than power to keep a rally going.</p> <p>Know that using small, quick steps will allow me to adjust my stance to play a shot.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand and apply rules in a variety of net and wall games whilst playing and officiating.</p>	<p>Know that playing the appropriate shot will help to keep the rally going.</p> <p>Know that control is more important than power to keep a rally going.</p> <p>Know that using small, quick steps will allow me to adjust my stance to play a shot.</p> <p>Understand the need for tactics and identify when to use them in different situations</p> <p>Understand and apply rules in a variety of net and wall games whilst playing and officiating.</p>
Key Vocabulary	<i>Ready position, partner, net, underarm, score, points</i>	<i>Receive, quickly, trap, defend, return, collect, against</i>	<i>Serve, accurately, track, racket, control, rally, opponent</i>	<i>Outwit, receiver, court, backhand, forehand</i>	<i>Tactics, volley, cooperatively, footwork, continuously, set, dig</i>	<i>Consecutive, deep, consistently, forecourt, backcourt, defensive, attacking</i>
Assessment and indicators	<p>Hit a ball using a racket.</p> <p>Throw a ball to land over the net and into the court area.</p> <p>Track balls and other equipment sent to me.</p> <p>Use a ready position to move to the ball.</p> <p>Know how to score points.</p> <p>Recognise changes in my body when I do exercise.</p> <p>Show honesty and fair play when playing against an opponent.</p>	<p>Defend space on own court using the ready position.</p> <p>Describe how the body feels during exercise.</p> <p>Hit a ball over the net and into the court area.</p> <p>Throw accurately to a partner.</p> <p>Use simple tactics to make it difficult for an opponent.</p> <p>Know how to score points and can remember the score.</p> <p>Show good sportsmanship when playing against an opponent.</p>				
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games – Striking and Fielding (striking and fielding, cricket and rounders)	<p>Explore striking a ball with their hand and equipment.</p> <p>Develop tracking and retrieving a ball.</p> <p>Explore technique when throwing over and underarm.</p> <p>Develop coordination and technique when catching.</p>	<p>Develop striking a ball with their hand and equipment with some consistency.</p> <p>Develop tracking a ball and decision making with the ball.</p> <p>Develop coordination and technique when throwing over and underarm.</p>	<p>Begin to strike a bowled ball after a bounce with different equipment.</p> <p>Explore bowling to a target and fielding skills to include a two handed pick up.</p> <p>Use overarm and underarm throwing in game situations.</p>	<p>Develop batting technique with a range of equipment.</p> <p>Develop bowling with some consistency, abiding by the rules of the game.</p> <p>Use overarm and underarm throwing with increased</p>	<p>Explore defensive and driving hitting techniques and directional batting.</p> <p>Develop over and underarm bowling technique.</p> <p>Develop long and short barrier and two handed pick up.</p>	<p>Strike a bowled ball with increasing accuracy and consistency.</p> <p>Use a wider range of fielding skills with increasing control under pressure.</p>



	<p>Understand that the harder I strike, the further the ball will travel.</p> <p>Know that throwing the ball back is quicker than running with it.</p> <p>Know which type of throw to use to throw over longer distances.</p> <p>Know to watch the ball as it comes towards me.</p> <p>Know that tactics can help us when playing games.</p> <p>Know that rules help us to play fairly.</p>	<p>Catch with two hands with some coordination and technique.</p> <p>Understand the role of a batter.</p> <p>Know that striking quickly will increase the power.</p> <p>Understand that there are different roles within a fielding team.</p> <p>Know to move towards the ball to collect it to limit a batter's points.</p> <p>Know that stepping with opposite foot to throwing arm will help me to balance.</p> <p>Know to use wide fingers and pull the ball in to my chest to help me to securely catch.</p> <p>Understand and apply simple tactics for attack (batting) and defence (fielding).</p> <p>Know how to score points and follow simple rules.</p>	<p>Catch with some consistency in game situations.</p> <p>Know that striking to space away from fielders will help me to score.</p> <p>Know to look at where a batter is before deciding what to do.</p> <p>Know to communicate with teammates before throwing them a ball.</p> <p>Know that overarm throwing is used for long distances and underarm throwing for shorter distances.</p> <p>Know to move my feet to the ball.</p> <p>Know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.</p> <p>Know the rules of the game and begin to apply them.</p>	<p>consistency in game situations.</p> <p>Begin to catch with one and two hands with some consistency in game situations.</p> <p>Know that using the centre of the bat will provide the most control and accuracy.</p> <p>Know that it easier to field a ball that is coming towards me rather than away so set up accordingly.</p> <p>Understand that being balanced before throwing will help to improve the accuracy of the throw.</p> <p>Know to track the ball as it is thrown to help to improve the consistency of catching.</p> <p>Know that applying attacking tactics will help to score points and avoid getting out.</p> <p>Know that applying defending tactics will help to deny space, get opponents out and limit points.</p> <p>Know and understand the rules to be able to manage our own game.</p>	<p>Demonstrate good technique when using a variety of throws under pressure.</p> <p>Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p> <p>Understand that stance is important to allow me to be balanced as I hit.</p> <p>Know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.</p> <p>Understand where to throw the ball in relation to where a batter is.</p> <p>Understand when to use a close catch technique or deep catch technique.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand and apply rules in a variety of striking and fielding games whilst playing and officiating.</p>	<p>Consistently demonstrate good technique in throwing skills under pressure.</p> <p>Consistently demonstrate good technique in catching skills under pressure.</p> <p>Understand that the momentum and power for striking a ball comes from legs as well as arms.</p> <p>Know which fielding action to apply for the situation.</p> <p>Consistently make good decisions on who to throw to and when to throw in order to get batters out.</p> <p>Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.</p> <p>Understand and apply some tactics in the game as a batter, bowler and fielder.</p> <p>Understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.</p>
Key Vocabulary	<i>Hit, points, target, throw, score, catch</i>	<i>Fielder, runs, batter, send, teammate, received, bowler</i>	<i>Strike, grip, wicket, batting, wicket keeper, post, wicket, backstop, bowl, fielding</i>	<i>Stance, retrieve, opposition, stumped, two handed pick up, technique, short barrier</i>	<i>Overtake, pressure, tracking, backing up, outwit, support, tactics</i>	<i>Consecutive, obstruction, consistently, continuous, cooperatively, drive hit, defensive hit</i>
Assessment and indicators	<p>Catch a beanbag and a medium sized ball.</p> <p>Roll a ball towards a target.</p> <p>Strike a ball using hand.</p> <p>Track a ball that is coming towards me.</p> <p>Know how to score points.</p> <p>Understand the rules and begin to use these to play honestly and fairly.</p> <p>Understand when I am successful.</p>	<p>Begin to provide feedback using key words.</p> <p>Develop underarm and overarm throwing skills.</p> <p>Hit a ball using equipment with some consistency.</p> <p>Track a ball and collect it.</p> <p>Use simple tactics.</p> <p>Know how to score points and can remember the score.</p> <p>Understand the rules of the game and can use these to play fairly in a small group.</p>				



Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games – Target (target games, golf and dodgeball)	<p>Explore technique when throwing overarm towards a target.</p> <p>Explore technique when throwing underarm towards a target.</p> <p>Know which type of throw to use for distance and accuracy.</p> <p>Know that my body position will affect the accuracy of my throw.</p> <p>Know that tactics can help us when playing games.</p> <p>Know that rules help us to play fairly.</p>	<p>Develop striking a ball with their hand and equipment with some consistency.</p> <p>Develop tracking a ball and decision making with the ball.</p> <p>Develop coordination and technique when throwing over and underarm.</p> <p>Catch with two hands with some coordination and technique.</p> <p>Know that stepping with opposite foot to throwing arm will help you to balance.</p> <p>Know that moving my arm quicker will give me more power.</p> <p>Know to finish with my object/hand/foot pointing at my target.</p> <p>Understand and apply simple tactics.</p> <p>Know how to score points and follow simple rules</p>	<p>Begin to strike a bowled ball after a bounce with different equipment.</p> <p>Explore bowling to a target and fielding skills to include a two handed pick up.</p> <p>Use overarm and underarm throwing in game situations.</p> <p>Catch with some consistency in game situations.</p> <p>Know to throw slightly ahead of a moving target.</p> <p>Know that beginning in a ready position will help me to react to the ball.</p> <p>Know that using a bigger swing will give me more power.</p> <p>Know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for.</p> <p>Know the rules of the game and begin to apply them.</p>	<p>Develop batting technique with a range of equipment.</p> <p>Develop bowling with some consistency, abiding by the rules of the game.</p> <p>Use overarm and underarm throwing with increased consistency in game situations.</p> <p>Begin to catch with one and two hands with some consistency in game situations.</p> <p>Know that one handed throws are used for speed and accuracy.</p> <p>Know that keeping my elbow high and stepping with my opposite foot will help to increase the power.</p> <p>Know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.</p> <p>Know that using a smooth action will help to increase accuracy.</p> <p>Know that applying attacking tactics will help me to score points and get opponents out.</p> <p>Know that applying defending tactics will help me to stay in the game.</p> <p>Know and understand the rules to be able to manage our own game.</p>	<p>Explore defensive and driving hitting techniques and directional batting.</p> <p>Develop over and underarm bowling technique.</p> <p>Develop long and short barrier and two handed pick up.</p> <p>Demonstrate good technique when using a variety of throws under pressure.</p> <p>Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p> <p>Know to aim low to make it difficult for an opponent to catch.</p> <p>Know to stay towards the back of the court area to give me more time to catch.</p> <p>Know that aligning my body and equipment before striking will help me to be balanced.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand and apply rules in a variety of target games whilst playing and officiating.</p>	<p>Strike a bowled ball with increasing accuracy and consistency.</p> <p>Use a wider range of fielding skills with increasing control under pressure.</p> <p>Consistently demonstrate good technique in throwing skills under pressure.</p> <p>Consistently demonstrate good technique in catching skills under pressure.</p> <p>Know who to throw at and when to throw in order to get opponents out.</p> <p>Know that I need to make quick decisions on if to catch or if to dodge the ball.</p> <p>Know which skill to select for the situation.</p> <p>Know how to create and apply a tactic for a specific situation or outcome.</p> <p>Understand, apply and use rules consistently in a variety of target games whilst playing and officiating.</p>
Key Vocabulary	<i>Points, throw, farm distance, score, partner</i>	<i>Accurate, send, teammate, against, overarm, release, target, underarm</i>	<i>Receiver, rules, putt, dodge, court/course, drive, block</i>	<i>Communicate, chipping, protect, opponent, align, swing</i>	<i>Par, tactics, hole, officiate, pressure, fair play, power</i>	<i>Support, consistently, cooperatively, sportsmanship, tournament, outwit, hazard, bunker</i>
Assessment and indicators	<p>Recognise changes in the body when exercising.</p> <p>Use an overarm throw aiming towards a target.</p> <p>Roll a ball towards a target.</p>	<p>Able to select the appropriate skill for the situation.</p> <p>Throw, roll, kick or strike a ball to a target with some success.</p>				



	<p>Use an underarm throw aiming towards a target.</p> <p>Work cooperatively with a partner.</p> <p>Understand what good technique looks like.</p>	<p>Work cooperatively with a partner and a small group.</p> <p>Understand the principles of a target game and can use different scoring systems when playing games.</p> <p>Understand what good technique looks like and can use key words in the feedback I provide.</p>				
Year Group	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Key Concepts	Power, Cause and Effect, Structures		Power, Cause and Effect, Structures		Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
OAA Orienteering			<p>Discuss how to follow trails and solve problems.</p> <p>Work with others to select appropriate equipment for the task.</p> <p>Identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.</p> <p>Follow and give instructions and accept other peoples' ideas.</p> <p>Know that trying ideas before deciding on a solution will help us to come up with the best idea.</p> <p>Know to hold the map so that the items on the map match up to the items that have been placed out.</p> <p>Know to take turns when giving ideas and not to interrupt each other.</p> <p>Reflect on when and why I am successful at solving challenges.</p> <p>Know that using the rules honestly will help to keep myself and others safe.</p>	<p>Plan independently and in small groups, implementing a strategy with increased success.</p> <p>Identify key symbols on a map and follow a route.</p> <p>Confidently communicate ideas and listen to others.</p> <p>Know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.</p> <p>Understand how to use a key and use the cardinal points on a map to orientate it.</p> <p>Understand that there are different types of communication and that I can communicate without talking.</p> <p>With increased accuracy, critically reflect on when and why I am successful at solving challenges.</p> <p>Understand the importance of working with integrity.</p>	<p>Explore tactical planning within a team to overcome increasingly challenging tasks.</p> <p>Develop navigational skills and map reading in increasingly challenging tasks.</p> <p>Explore a variety of communication methods with increasing success.</p> <p>Recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.</p> <p>Use a key to identify objects and locations.</p> <p>Know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>Reflect on when I am successful at solving challenges and alter my methods in order to improve.</p> <p>Know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p>	<p>Pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>Orientate a map efficiently to navigate around a course with multiple points.</p> <p>Inclusively communicate with others, share job roles and lead when necessary.</p> <p>Understand that being able to solve problems is an important life skill.</p> <p>Understand why having good navigational skills are important.</p> <p>Know that good communication skills are key to solving problems and working effectively as a team.</p> <p>With increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve.</p> <p>Understand the rules and think creatively to solve the challenge whilst abiding by the rules.</p>
Key Vocabulary			<i>Navigate, rules, grid, route, discuss, trust, plan</i>	<i>Leader, inclusive, effectively, orientate, symbol</i>	<i>Tactical, collaborate, control card, collective, orienteering, navigation</i>	<i>Boundaries, location, critical thinking, symbol, cooperatively, strategy</i>
Assessment and indicators			Developing map reading skills.	<p>Accurately follow and give instructions.</p> <p>Confidently communicate ideas and listen to others.</p>	<p>Inclusive of others and can share job roles.</p> <p>Navigate around a course using a map.</p>	<p>Inclusive of others, can share job roles and lead when necessary.</p>



			<p>Can follow and give instructions.</p> <p>Listen to and am accepting of others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems</p> <p>Reflect on when and why I was successful at solving challenges and am beginning to understand why.</p> <p>Work collaboratively with a partner and a small group.</p>	<p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Plan and apply strategies to solve problems.</p> <p>Reflect on when and why I was successful at solving challenges.</p> <p>Work collaboratively and effectively with a partner and a small group.</p>	<p>Orientate a map confidently.</p> <p>Reflect on when I was successful at solving challenges and alter my methods in order to improve.</p> <p>Use critical thinking to approach a task.</p> <p>Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</p>	<p>Orientate a map efficiently to navigate around a course.</p> <p>Pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>Use critical thinking skills to form ideas and strategies to solve challenges.</p> <p>Work effectively with a partner and a group to solve challenges.</p> <p>With increasing accuracy, I can reflect on when and how I succeeded at solving challenges and alter my methods in order to improve.</p>
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Swimming	<p>Can swim over a 10m distance with a buoyancy aid.</p> <p>Can submerge confidently in the water.</p> <p>Become aware of water safety and explore floating on my front and back.</p> <p>Understand that using cupped hands will help me to swim as the water cannot escape between my fingers.</p> <p>Know that I need to take a big breath before submerging.</p> <p>Understand that floating can help me to stay safe.</p> <p>Know that walking on poolside helps to keep me safe.</p>	<p>Begin to use arms and legs together, more effectively across the water unaided.</p> <p>Begin to explore breathing in sync with my kicking action.</p> <p>Demonstrate an awareness of water safety and float on my front and on my back.</p> <p>Understand that moving my arms quickly will help me to pass through the water.</p> <p>Know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater.</p> <p>Understand that floating uses less energy than swimming.</p> <p>Know how to safely enter and exit the pool.</p>	<p>Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Begin to explore front crawl breathing technique.</p> <p>Explore techniques for personal survival to include survival strokes such as sculling and treading water.</p> <p>Know that lifting my hips will help me to stay afloat whilst swimming.</p> <p>Know that turning my head to the side to breathe will allow me to swim with good technique.</p> <p>Know that treading water enables me to keep upright and in the same space.</p> <p>Know that the water should be clear of swimmers before entering.</p>	<p>Develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Demonstrate improved breathing technique in front crawl.</p> <p>Are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p> <p>Understand that keeping my legs together for crawl helps me to stay straight in the water.</p> <p>Know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath.</p> <p>Know what to do if I fall in the water.</p> <p>Understand the water safety rules.</p>	<p>Demonstrate increased technique in a range of strokes, swimming over a distance of 25m.</p> <p>Explore underwater breaststroke breathing technique over a distance of 25m.</p> <p>Explore safety techniques to include the H.E.L.P and huddle positions.</p> <p>Understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster.</p> <p>Know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides.</p> <p>Know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.</p> <p>Understand rules in and around water.</p>	<p>Identify my personal best in a range of strokes.</p> <p>Successfully select and apply my fastest stroke over a distance of 25m.</p> <p>Demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.</p> <p>Perform a variety of survival techniques.</p> <p>Understand that making my body streamlined helps me to glide through the water.</p> <p>Understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.</p> <p>Know which survival technique to use for the situation.</p> <p>Understand that different environments have different</p>



						rules to keep us safe around water.	
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Swimming	<p>Can swim over a 10m distance with a buoyancy aid.</p> <p>Can submerge confidently in the water.</p> <p>Become aware of water safety and explore floating on my front and back.</p> <p>Understand that using cupped hands will help me to swim as the water cannot escape between my fingers.</p> <p>Know that I need to take a big breath before submerging.</p> <p>Understand that floating can help me to stay safe.</p> <p>Know that walking on poolside helps to keep me safe.</p>	<p>Begin to use arms and legs together, more effectively across the water unaided.</p> <p>Begin to explore breathing in sync with my kicking action.</p> <p>Demonstrate an awareness of water safety and float on my front and on my back.</p> <p>Understand that moving my arms quickly will help me to pass through the water.</p> <p>Know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater.</p> <p>Understand that floating uses less energy than swimming.</p> <p>Know how to safely enter and exit the pool.</p>	<p>Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Begin to explore front crawl breathing technique.</p> <p>Explore techniques for personal survival to include survival strokes such as sculling and treading water.</p> <p>Know that lifting my hips will help me to stay afloat whilst swimming.</p> <p>Know that turning my head to the side to breathe will allow me to swim with good technique.</p> <p>Know that treading water enables me to keep upright and in the same space.</p> <p>Know that the water should be clear of swimmers before entering.</p>	<p>Develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Demonstrate improved breathing technique in front crawl.</p> <p>Are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p> <p>Understand that keeping my legs together for crawl helps me to stay straight in the water.</p> <p>Know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath.</p> <p>Know what to do if I fall in the water.</p> <p>Understand the water safety rules.</p>	<p>Demonstrate increased technique in a range of strokes, swimming over a distance of 25m.</p> <p>Explore underwater breaststroke breathing technique over a distance of 25m.</p> <p>Explore safety techniques to include the H.E.L.P and huddle positions.</p> <p>Understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster.</p> <p>Know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides.</p> <p>Know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.</p> <p>Understand rules in and around water.</p>	<p>Identify my personal best in a range of strokes.</p> <p>Successfully select and apply my fastest stroke over a distance of 25m.</p> <p>Demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.</p> <p>Perform a variety of survival techniques.</p> <p>Understand that making my body streamlined helps me to glide through the water.</p> <p>Understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.</p> <p>Know which survival technique to use for the situation.</p> <p>Understand that different environments have different rules to keep us safe around water.</p>	
Key Vocabulary	Exit, enter, front, travel, rules, safely, kicking, back	Pulling, splash, unaided, gliding, floating, breathing	Sculling, crawl, breaststroke, submersion, rotation, backstroke	Survival, stroke, treading water, huddle, alternate, buoyancy	Exhale, somersault, flutter kick, personal best, surface, inhale	Streamline, endurance, synchronised, propel, retrieve, continuous	
Assessment and indicators	<p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	



	<p>Perform safe self-rescue in different waterbased situations.</p> <p>Float on my front and back.</p> <p>Move and submerge confidently in the water.</p> <p>Swim over a distance of 10m with a buoyancy aid.</p> <p>Explain a pool rule that helps me to stay safe.</p> <p>Know and can demonstrate what to do if I fall into water/</p>	<p>Perform safe self-rescue in different waterbased situations</p> <p>Float on my front and back.</p> <p>Roll from my front to my back and then regain a standing position.</p> <p>Glide on both front and back.</p> <p>Know several pool rules and can explain how they help me to stay safe.</p> <p>Demonstrate what to do if I fall into water.</p> <p>Swim over a distance of 10m unaided.</p> <p>Begin to use arms and legs together to move effectively across the water.</p>	<p>Perform safe self-rescue in different waterbased situations</p>	<p>Perform safe self-rescue in different waterbased situations.</p>	<p>Perform safe self-rescue in different waterbased situations</p>	<p>Perform safe self-rescue in different waterbased situations.</p>
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