

Physical Education

Theme and focus

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Autumn</u> Tumble Tots & parachute games Dance – travelling in different ways, shapes, direction Gymnastics - big apparatus, travelling, climbing, jumping Basic travelling and chasing games</p> <p><u>Spring</u> Dance – linking actions, working with a partner Gymnastics – balancing, shapes, travelling, body parts, rolling Sending and receiving skills and games – individual and partner</p> <p><u>Summer</u> Dance – sequencing, levels, working in unison Athletics/sports day practise Basic target and partner games</p>	<p><u>Autumn</u> Games - sending and receiving skills– small sided invasion type games 2v1 3v2 Creative Movement (Dance / Gymnastics) -continuous and short/quick movements, different body parts, levels, travelling pathways, directions, jumps, balances, combining actions and gestures.</p> <p><u>Spring</u> Games - Sending and receiving with hand and bat small sided games. - Dodgeball games.</p> <p><u>Summer</u> Games - Small sided striking and fielding games Athletics - Sports day practise - Track and field</p>	<p><u>Autumn</u> Games -Small sided invasion style games – scoring in/at a target 3v2 3v3 4v2 etc Small netball style games. -Dodgeball. Creative Movement (Dance / Gymnastics) – levels, light and strong gestures, matching a partner, using apparatus, jumping, select link and perform gestures with a partner.</p> <p><u>Spring</u> Games - Small sided net games - tennis type games - Small sided volleyball style game Basic orienteering and team building (Kingswood) trails, simple map/treasure hunt</p> <p><u>Summer</u> Games -Small sided striking and fielding (1 striker, 3 fielders) -Small sided cricket type games – 1 batter, 3-4 fielders Athletics - Sports day practise</p>	<p><u>Autumn</u> Creative Movement (Dance / Gymnastics) – point balances, spin, tuck, star and pin shapes, turns (vertical axis) jump for length/over a partner, using apparatus.</p> <p>Games -Handball - Netball</p> <p><u>Spring</u> Games - Short tennis -Dodgeball</p> <p><u>Summer</u> Games - small sided rounders type games Athletics Sports day practise Basic orienteering trails, simple map/treasure hunt</p>	<p><u>Autumn</u> Games - Hockey Creative Movement (Dance / Gymnastics) - jumps and balances - Motif and Gestures - starting positions, unison and cannon, partner work</p> <p><u>Spring</u> Games - badminton - Dodgeball</p> <p><u>Summer</u> Games - kwick cricket / small cricket type games / golf Athletics - javelin long and short distance running - Sports day practise Outdoor Education – follow routes, simple compass bearings, orientate a map, guiding and trust games</p>	<p><u>Autumn</u> Games - football attacking and defending, Creative Movement (Dance / Gymnastics) – twisted shapes, mirror a partner, matching pathways, swinging, finishing positions, working with a partner (contact) flight on and off apparatus, contrasting actions with a partner, using apparatus</p> <p><u>Spring</u> Games -Basketball attacking and defending. -Dodgeball. Swimming To be able to swim using a range of strokes.</p> <p><u>Summer</u> Games - rounders - Golf Outdoor Education -plan a route to controls, grid references, team work and trust games</p> <p>Swimming To be able to self-rescue and swim 25m</p>	<p><u>Autumn</u> Games - Tag Rugby Creative Movement (Dance / Gymnastics) -devise and record sequences, move in and out of balances, symmetrical body shapes, partner and group work, ¼ and ¾ turns, counterbalance, contrasts in movement/levels etc</p> <p><u>Spring</u> Games - Tennis, - Dodgeball</p> <p><u>Summer</u> Games - cricket - Golf Athletics - Track and field - Sports day practise Outdoor Education (PGL)</p>

Games	
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<ul style="list-style-type: none"> - Adjust speed and direction to the available space and obstacles. - Link combinations of actions. - Use appropriate sending and receiving skills when playing simple individual, partner and small group games. 	<ul style="list-style-type: none"> - Aiming to a partner or space - Explain what they are attempting to do - Apply skills in different sorts of games eg kicking in net, invasion and striking and fielding games - Using space in attack and defence in simple games - Choose and use appropriate skills - Apply simple rules when playing games 	<ul style="list-style-type: none"> - Explore ways to make it difficult for an opponent to score - Positioning in defence and attack - Look for space and decide where to move/send equipment - Choose tactics to help a partner and make it difficult for opponent - Consistently apply a range of simple rules and scoring systems 	<ul style="list-style-type: none"> - Vary speed, height and direction of throws and strikes appropriately - Apply simple tactics to make it more difficult for the opposition - Select appropriate tactics for the game being played - Devise own simple rules and apply them 	<ul style="list-style-type: none"> - Explore ways to dodge an opponent - Vary passes and strikes in response to changing situations - Work with a partner/ team to outwit an opposition - Select and apply tactics in attack and defence - Rules of games have different purposes eg safety, fairness, involvement of players 	<ul style="list-style-type: none"> - Running as a team - Use simple tactics to keep possession and progress towards a goal/target - Different positions have different roles - Select and apply different tactics when changing from attack to defence and defence to attack. - Devise scoring systems for different types of games - Explain the rules of a game and why they are important 	<ul style="list-style-type: none"> - Perform appropriate combinations in game situations - Use changes in direction, height, passes, shots, strikes to outwit an opposition - Apply basic defence and attack tactics - Use space in attack and defence individually and as a member of a team - Plan simple tactics and strategies/games - Demonstrate appreciation of good sporting behaviour
Improving and Evaluating						
<ul style="list-style-type: none"> - Observe and identify different ways of sending and receiving equipment (body parts, speed, changes of direction etc) - Copy and repeat combinations of skills. - Respond positively to suggestions for improving skills. 	<ul style="list-style-type: none"> - Observe, recognise and describe different actions. - Observe and describe what other children are doing. - Make simple comments on their own and other's games eg if it was hard/easy, fun or not. 	<ul style="list-style-type: none"> - Accurately describe their own and other's practises in games. - Make simple judgements on their own work, - Make simple judgements on the success of other's skills, tactics, games. - Use their knowledge of 	<ul style="list-style-type: none"> - Observe and identify comparisons/contrasts in actions eg high/low, fast/ slow throws. - Assess own performance by identifying what they do well and what they find difficult. - Recognise good play and give reasons why it is good. - Make suggestions on how to improve performance. 	<ul style="list-style-type: none"> - Compare own performance with that of others (skills and techniques) - Use observations to improve own performance. - Assess own and other's work. - Describe what they need to do to improve performance (individual and team) - Work with a partner to improve individual and combined performance. 	<ul style="list-style-type: none"> - Evaluate and comment on technical elements of a performance (own and each other's) - Describe how they use body parts for the best results. - Assess their own and other's performances - Identify a focus for improvement (individually and team play) 	<ul style="list-style-type: none"> - Observe and identify a wide range of tactical criteria - Comment on own and other's elements that they like and how they can improve - Adapt play to own strengths and other's weaknesses. - Evaluate their own and weaknesses in different positions they need to develop

	<ul style="list-style-type: none"> - Understand the need to practise skills to improve accuracy and consistency. 	tactics to improve performance. <ul style="list-style-type: none"> - Practise skills and games to improve performance 				<ul style="list-style-type: none"> - Describe their and factors taking into consideration.
Knowledge and Understanding of Fitness and Health						
<ul style="list-style-type: none"> - Observe that the body becomes tired during exercise. - Vigorous exercise results in being out of breath. - Exercise is important to good health (RSE). - Exercise is important to good health. - Observe that our muscles become harder when tensed or stretched. 	<ul style="list-style-type: none"> - Know and talk about the differences between muscular tension and relaxation. - Observe that the body becomes hot during vigorous exercise. - Know that they need to warm up and cool down before and after exercise. 	<ul style="list-style-type: none"> - Describe how their body feels at different points during physical activity and after playing different types of games. - Discuss how being active makes us feel (RSE). - Observe that the heart beats faster, breathing is quicker and body temperature increases after exercises. 	<ul style="list-style-type: none"> - Know and understand the reasons for warming up. - Compare and contrast breathing and heart rates when resting and exercising. 	<ul style="list-style-type: none"> - Know elements of fitness – strength, speed, suppleness, stamina - Give reasons why physical activity is good for health (RSE) - Discuss the risks of a bad diet and lack of exercise (RSE) - Know stretching exercises and how these can affect range of movement - Devise simple routines of stretching exercises to prepare for games activities. - Give reasons why physical activity is good for health. 	<ul style="list-style-type: none"> - Know the elements of a warm up - Show some understanding of how elements of fitness are important in different types of game. - Devise a simple warm up routine - Know how muscles work - Understand how fitness contributes to general health. - Understand how fitness contributes to general physical and mental wellbeing (RSE) 	<ul style="list-style-type: none"> - Understand the importance of each element of fitness and the relevance to the relevance to the of games. - Understand the importance of fitness - Devise own warm up routine down explaining the body. - Recognise their own needs. - Recognise how fitness can promote strength, speed, suppleness and stamina and how this can contribute to health and fitness

Dance

Acquiring and Developing Skills

Skills/actions <ul style="list-style-type: none"> - Balance on large body parts. - Travel on feet (walk, run, hop, skip, bounce) - Travel on hands and feet. - Bounce/jump from 2 feet to 2 feet. - Land safely - Stop - Climb - Turn to change direction - Gesture with isolated body parts eg arms, legs, hands. - Use small props eg hoops, ribbons. Dynamics <ul style="list-style-type: none"> - Fast and slow - Forwards and backwards - Big/small body shapes Space	Skills/actions <ul style="list-style-type: none"> - Balance combinations eg 1 foot to tummy - Travel using different body parts - Jump from 1 foot to 2 feet - Rock/sway - Turn to change direction of travel - Slide on different body parts - Gesture with body parts moving towards and away from each other (static and travelling) - .Handle small props eg chair, bench Dynamics <ul style="list-style-type: none"> - High/low - Wide/narrow - still Space	Skills/actions <ul style="list-style-type: none"> - Balance combinations combined with other body parts eg 1 foot and forearms to tummy and hand - Transfer weight to and from specific body parts - Turn on the spot - Jump for height - Gesture (curved/ circular pathways in the air - Handle large pieces of equipment/props Dynamics <ul style="list-style-type: none"> - High to low/low to high - Light and strong Partner/group work <ul style="list-style-type: none"> - Move together, alongside, towards and away - Lead and follow - Copy/match - Side by side, facing 	Skills/actions <ul style="list-style-type: none"> - Take weight on less usual body parts eg fingers, side of face - Jump for distance - Pause - Spin/turn (static and travelling) - Gesture (still and travelling, large/small, curved/angular/flowing /jerky. Dynamics <ul style="list-style-type: none"> - Heavy - Curved/angular body shapes Partner/group work <ul style="list-style-type: none"> - Move over/under/ through eg slide through partner's legs - Curved/angular partner /group shapes - Meeting and parting Space <ul style="list-style-type: none"> - Lead Facing upwards/ downwards - Curved pathways 	Skills/actions <ul style="list-style-type: none"> - Move from the same starting position into a variety of actions eg sitting to roll, slide, spin etc. - Repeat the same shape in different actions eg while balancing, jumping and rolling. - Gestures using swinging and spinning/turning on a lateral axis. Dynamics <ul style="list-style-type: none"> - Diagonal pathways - Changing levels Partner/group work <ul style="list-style-type: none"> - Contrasting dynamics eg one high, one low, 2 in a star shape, 2 in a tuck shape - In unison and cannon - Different relationships eg back to back, at right angles to each other. Compositional Strategies <ul style="list-style-type: none"> - Motifs (recurring actions /dynamics/elements 	Skills/actions <ul style="list-style-type: none"> - Leap - Travel backwards - Swinging gestures to initiate movement - Skills and movement patterns associated with different dance styles. Dynamics <ul style="list-style-type: none"> - Twist shapes - Sudden movements - Change of direction whilst facing the same way/direction Partner/group work <ul style="list-style-type: none"> - Mirror - Contrasting actions eg 2 still, 2 travelling, 1 rocking 1 jumping - Matching pathways Space <ul style="list-style-type: none"> - Diagonal Move along a range predetermined pathways eg arc v shape - Repeat the same pathway using different combinations of actions/dynamics 	Skills/actions <ul style="list-style-type: none"> - Recover from flight using different actions eg roll, run, turn - Flight from hands - 1/4, 1/2, 3/4 turns - Swinging gestures to initiate a turn, flight, off-balance Dynamics <ul style="list-style-type: none"> - Symmetrical and asymmetrical body shapes - Symmetrical and asymmetrical pathways Partner/group work <ul style="list-style-type: none"> - Paired counterbalance (pull/push) Space <ul style="list-style-type: none"> - Symmetrical and asymmetrical pathways Compositional Strategies <ul style="list-style-type: none"> - Dance structures
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<ul style="list-style-type: none"> - On the spot - Travelling in confined personal space, from one space to another - Into and out of hoops, ropes etc - Over and along ropes, lines etc - Onto and off apparatus 	<ul style="list-style-type: none"> - Return to same space - Travel in big and small spaces - Long/short pathways - Travel across the space towards and away from, - Travel across, through, under, along and over props 	<ul style="list-style-type: none"> - Simple contact eg holding hands <p>Space</p> <ul style="list-style-type: none"> - Move round partner/ prop - Straight and zigzag pathways - Sideways 			<p>Compositional Strategies</p> <ul style="list-style-type: none"> - Historical dance patterns 	
Selecting and Applying Skills						
<ul style="list-style-type: none"> - Adjust speed and direction to the available space and obstacles. - Perform isolated actions - Repeat actions - Respond through movement and gesture to simple rhythms and different stimuli - Combine simple movements and gestures 	<ul style="list-style-type: none"> - Explore simple movement ideas eg different ways of balancing on hands and feet - Select from contrasting ideas eg wide or narrow shapes - Choose actions/ dynamics in response to a simple stimuli - Link simple combinations of different actions, 	<ul style="list-style-type: none"> - Explore simple variations on basic actions - Remember and repeat variations - Combine choice of action/dynamics/ space in simple movement phrases. - Talk about how they feel and what sort of movements they might use to show this. - Devise short movement 	<ul style="list-style-type: none"> - Explore simple actions eg gesturing, jumping, turning - Remember and repeat actions. - Choose and combine actions/dynamics - Devise, perform and repeat slightly longer movement phrases and dances showing obvious contrasts eg fast and slow, high and low - Move to a regular rhythm 	<ul style="list-style-type: none"> - Devise, perform and repeat movement phrases and dances showing actions repeating the same shape eg jumping, balancing and travelling using a star shape - Devise, perform and repeat dances showing obvious changes of speed, level, direction and shape - Explore and combine actions with others eg identical actions but 	<ul style="list-style-type: none"> - Explore and develop actions and motifs in groups eg mirroring, in contact, matching pathways, canon, unison. - Devise and refine longer and more complex movement phrases and dances alone, with a partner and in a group. - Respond to a wide range of accompaniment/ stimuli 	<ul style="list-style-type: none"> - Continually assess work as creating a dance refining and adapting to improve the dance and its impact - Use a range of compositional strategies - Use a range of different stimuli to develop dance ideas eg pictures, video, sound recordings

<ul style="list-style-type: none"> - Link simple combinations of travelling, balancing and jumping - Combine very simple changes of direction, speed and shape 	<p>dynamics, space</p> <ul style="list-style-type: none"> - Remember and repeat simple movement phrases (combination of actions) - 	<p>phrases and simple dances</p> <ul style="list-style-type: none"> - Devise, perform and repeat short dances/ movement patterns with a clear beginning, middle and end. - Work with other's to perform simple dances - Move to provided beats, simple rhythms. 	<ul style="list-style-type: none"> - Listen to stimulus and describe the ideas it stimulates - Work with others to explore and develop actions, dynamics and use of space. 	<p>contrasting speeds, in unison, canon</p> <ul style="list-style-type: none"> - Talk about/identify possible dance motifs of well known people, characters, animals - Understand that dance can tell a story - Devise, perform and repeat simple dances that show characterisation/a clear narrative 		
Improving and Evaluating						
<ul style="list-style-type: none"> - Observe and identify different ways travelling, using different body parts, moving forwards and backwards, big and small body shapes. - Observe and identify combinations of actions and dynamics. 	<ul style="list-style-type: none"> - Observe, recognise and describe different actions and simple combinations of actions and dynamics. - Observe and describe what other children are doing. - Observe and describe short movement sequences 	<ul style="list-style-type: none"> - Observe elements of movement phrases eg body parts, changes in levels, transference of weight. - Describe their own and other's short dances. - Make simple judgements on their own and other's work eg did they have a clear ending? 	<ul style="list-style-type: none"> - Observe and identify comparisons/contrasts in actions eg same/ different speeds shapes etc - Make judgements on their own and other's work eg variation in action/dynamics - Make suggestions on how to improve a performance - Know how to practise actions and dances to improve performance. 	<ul style="list-style-type: none"> - Compare own performance with that of others (content movement, expressive qualities) - Use observations to improve own performance. - Assess own and other's work. - Suggest how performances can be improved. - Practise actions, movement phrases and 	<ul style="list-style-type: none"> - Evaluate and comment on basic compositional element of their own and other's dances eg pathways - Observe, assess and comment on own and other's dances - Identify a focus for improvement - Practise to improve performance (individual/ partner/group dances 	<ul style="list-style-type: none"> - Observe and assess dances using a wide range of technical, expressive and compositional criteria. - Comment constructively on own and other's work including compositional strategies and identifying elements that can be improved. - Begin to recognise and describe the characteristics of a good dancer

	<ul style="list-style-type: none"> - Observe and copy other's movement phrases. - Begin to recognise that different ways of moving express different moods, ideas and feelings 	<ul style="list-style-type: none"> - Practise actions and dances to improve performance 		<ul style="list-style-type: none"> - dances to improve performance. - Work constructively with others to improve performance 		
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Knowledge and Understanding of Fitness and Health

<ul style="list-style-type: none"> - Observe that the body becomes tired during exercise. - Vigorous exercise results in being out of breath. - Exercise is important to good health (RSE). - Observe that our muscles become harder when tensed or stretched. 	<ul style="list-style-type: none"> - Know and talk about the differences between muscular tension and relaxation. - Discuss the healthy foods that can improve our lifestyle (RSE). - Observe that the body becomes hot during vigorous exercise. - Know that they need to warm up and cool down before and after exercise. 	<ul style="list-style-type: none"> - Describe how their body feels at different points during physical activity eg at the start /end/when still. - Observe that the heart beats faster, breathing is quicker and body temperature increases after exercises. - Discuss how being active makes us feel (RSE). 	<ul style="list-style-type: none"> - Know and understand the reasons for warming up. - Compare and contrast breathing and heart rates when resting and exercising. - Know some activities for stretching and raising the pulse rate - Discuss the physical and mental benefits of extra-curricular activities (RSE). 	<ul style="list-style-type: none"> - Know elements of fitness – strength, speed, suppleness, stamina - Understand strength and flexibility and that they affect performance in dance - Know stretching exercises and how these can affect range of movement - Devise simple routines of stretching exercises in preparation for dance - Know a variety of cooling down activities - Give reasons why physical activity is good for health (RSE). 	<ul style="list-style-type: none"> - Know the elements of a warm up - Know basic safety requirements of a warm up eg gradual stretching of the muscles - Understand how stamina, strength and suppleness contribute to dance performance - Devise a simple warm up routine - Know how muscles work - Understand how fitness contributes to general physical and mental wellbeing (RSE). 	<ul style="list-style-type: none"> - Understand the need and importance of a cool down. - Devise own warm up and cool down explaining the effects on the body. - Recognise their own fitness and mental needs (RSE). - Recognise how dance can promote strength, speed, suppleness and stamina and how this can contribute to overall health and fitness. - Identify what type of exercises they could do to improve their performance in dance. - Make links between their physical and mental health by making good choices (RSE).
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Gymnastics

Acquiring and Developing Skills

Skills/actions	Skills/actions	Skills/actions	Skills/actions	Skills/actions	Skills/actions	Skills/actions
			Skills/actions - Balance on 2 points			

<ul style="list-style-type: none"> - Balance on large body parts. - Travel on feet (walk, run, hop, skip, bounce) - Travel on hands and feet. - Bounce/jump from 2 feet to 2 feet. - Land safely - Stop - Climb - Different body parts in contact with the floor - Turn to change direction - Use small equipment eg hoops, ropes. <p>Dynamics</p> <ul style="list-style-type: none"> - Fast and slow - Forwards and backwards - Big/small body shapes <p>Space</p> <ul style="list-style-type: none"> - On the spot - Travelling in confined personal space, from one space to another - Into and out of hoops, ropes etc - Over and along ropes, lines etc - Onto and off apparatus 	<ul style="list-style-type: none"> - Balance combinations eg 1 foot to tummy - Travel using combinations of different body parts - Jump from 1 foot to 2 feet - Rock, rock into roll - Slide pushing and pulling - .Handle small apparatus <p>Dynamics</p> <ul style="list-style-type: none"> - High/low - Wide/narrow - sideways <p>Space</p> <ul style="list-style-type: none"> - Return to same space - Travel in big and small spaces - Long/short pathways - Travel towards and away from, - Travel across, through, under 	<ul style="list-style-type: none"> - Balance combinations combined with other body parts eg 1 foot and forearms to tummy and hand - Transfer weight to and from specific body parts - Move/balance with hands/feet apart and together. - Hang and swing from legs and hands - Jump for height from 2 feet - Handle large pieces of apparatus <p>Dynamics</p> <ul style="list-style-type: none"> - Move from high to low/low to high <p>Partner/group work</p> <ul style="list-style-type: none"> - Move together, alongside - Lead and follow - Copy/match <p>Space</p> <ul style="list-style-type: none"> - Move around - Straight and zigzag pathways 	<ul style="list-style-type: none"> - Jump for distance - Spin/turn/rotate (vertical axis on the spot and travelling. - Handle all apparatus <p>Dynamics</p> <ul style="list-style-type: none"> - Medium level - Pin, tuck, star body shapes <p>Partner/group work</p> <ul style="list-style-type: none"> - Move towards and away from - Move over <p>Space</p> <ul style="list-style-type: none"> - Curved pathways 	<ul style="list-style-type: none"> - Move into balances from different starting positions. - Repeat the same shape in different actions eg while balancing, jumping and rolling. - 1/2 and full turn (vertical axis) - Wheel (turning on lateral axis) <p>Dynamics</p> <ul style="list-style-type: none"> - Diagonal pathways - Contrast speed, shape, level and direction of movements within a sequence <p>Partner/group work</p> <ul style="list-style-type: none"> - Move under or through - Perform identical actions but contrast shape and speed - Use different relationships eg back to back, facing, right angles 	<ul style="list-style-type: none"> - Move into balances using different actions. - Move out of balances into different finishing positions - Flight onto and off ropes (stationary and swinging) <p>Dynamics</p> <ul style="list-style-type: none"> - Straddle and twist shapes - Sudden movements <p>Partner/group work</p> <ul style="list-style-type: none"> - Mirror - Simple contact - Matching floor patterns eg L shape and L shape - Perform different actions but showing identical dynamic <p>Space</p> <ul style="list-style-type: none"> - Move along a range predetermined pathways eg arc v shape - Repeat the same pathway using different combinations of actions 	<ul style="list-style-type: none"> - Move out of balances into different actions. - Recover from flight using different actions - Flight from hands - Turn on vertical axis 1/2 and 3/4 turns - Devise simple apparatus layouts appropriate to actions being performed <p>Dynamics</p> <ul style="list-style-type: none"> - Symmetrical and asymmetrical body shapes - Acceleration and deceleration <p>Partner/trio work</p> <ul style="list-style-type: none"> - Contrasting floor patterns - Counter balance (push and pull) - Cannon, unison - Simple support for balance and flight - Variety of pathways eg parallel, around each other, converging
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Selecting and Applying Skills

<ul style="list-style-type: none"> - Show awareness of others and obstacles within the space - Link simple combinations of travelling, balancing and jumping - Combine simple changes of direction, speed and shape 	<ul style="list-style-type: none"> - Explore simple - Choose and link actions/dynamics - Remember and repeat simple movement sequences 	<ul style="list-style-type: none"> - Explore like and contrasting actions - Remember and repeat simple movement variations - Combine choice of action/dynamics/ space in simple movement sequences. - Devise and repeat short sequences of movements with a clear beginning, middle and end. - Adapt floor sequences to apparatus - Repeat actions and sequences working with a partner 	<ul style="list-style-type: none"> - Devise short sequences of movements on the spot and travelling. - Devise, perform and repeat short sequences of movement with a clear beginning, middle and end. - Adapt floor sequences to apparatus - Adapt and repeat sequences working with a partner 	<ul style="list-style-type: none"> - Combine actions showing repetition of the same shape - Combine actions showing obvious changes of speed, level, direction and shape - Perform identical actions with a partner but contrasting speeds - Devise and refine sequences - Adapt floor sequences to apparatus individually and with a partner 	<ul style="list-style-type: none"> - Explore and combine different ways of moving into a balance, balancing and moving out of a balance - Combine actions using the same/different shapes - Explore and combine actions with a partner - Devise and refine longer and more complex sequences - Change the order of actions or dynamics to create a different sequence - Adapt floor sequences to apparatus individually and with a partner 	<ul style="list-style-type: none"> - Continually assess individual and partner work as devising a sequence, refining and adapting to improve the look of the sequence - Plan sequences to include variation and contrast in actions and dynamics. - Plan sequences to show clear pathways and changes of direction. - Adapt sequences to different apparatus and layouts
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Improving and Evaluating

<ul style="list-style-type: none"> - Observe and identify basic actions and dynamics - Copy and repeat simple actions - Observe and identify combinations of 	<ul style="list-style-type: none"> - Observe, recognise and describe different actions and dynamics - Observe and describe short 	<ul style="list-style-type: none"> - Observe elements of a sequence eg changes in levels - Describe their own and other's sequences. - Make simple judgements on their own and other's work eg 	<ul style="list-style-type: none"> - Observe and identify comparisons/contrasts in actions and sequences - Make judgements on their own and other's work eg variation in action/dynamics 	<ul style="list-style-type: none"> - Compare own performance with that of others (content and quality) - Use observations to improve own performance. - Assess own and other's work. 	<ul style="list-style-type: none"> - Evaluate and comment on basic compositional element of their own and other's sequences eg pathways, levels - Observe, assess and comment on own and other's sequences - Identify a focus for improvement 	<ul style="list-style-type: none"> - Observe and assess sequences using a wide range of technical, expressive and compositional criteria. - Comment constructively on own and other's work including compositional strategies and identifying
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actions and dynamics.	movement sequences. - Observe and describe what other children are doing. - ideas and feelings	did they have a clear ending? - Practise actions and dances to improve performance	- Make suggestions on how to improve a sequence - Know how to practise actions and sequences to improve performance.	- Suggest how performances can be improved. - Practise actions, and sequences to improve performance. - Work constructively with others to improve performance	- Practise to improve performance (individual/partner/group sequences)	elements that can be improved. - Describe how a sequence was formed - Assess the suitability of a piece of apparatus for a sequence
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Knowledge and Understanding of Fitness and Health

<ul style="list-style-type: none"> - Observe that the body becomes tired during exercise. - Vigorous exercise results in being out of breath. - Exercise is important to good health. - Exercise is important to good health (RSE). - Observe that our muscles become harder when tensed or stretched. - Handle and place items of equipment safely 	<ul style="list-style-type: none"> - Know and talk about the differences between muscular tension and relaxation. - Observe that the body becomes hot during vigorous exercise. - Know that they need to warm up and cool down before and after exercise. - Handle and place items of equipment safely 	<ul style="list-style-type: none"> - Describe how their body feels at different points during physical activity eg at the start /end/when still. - Observe that the heart beats faster, breathing is quicker and body temperature increases after exercises. - Recognise, identify and avoid possible risks when handling apparatus - Demonstrate an understanding of basic safety principles when working with a partner - Discuss how being active makes us feel (RSE). 	<ul style="list-style-type: none"> - Know and understand the reasons for warming up. - Compare and contrast breathing and heart rates when resting and exercising. - Know some activities for stretching and raising the pulse rate - Demonstrate an understanding of basic safety principles when working with a partner 	<ul style="list-style-type: none"> - Know elements of fitness – strength, speed, suppleness, stamina - Give reasons why physical activity is good for health (RSE) - Discuss the risks of a bad diet and lack of exercise (RSE) - Understand strength and flexibility and that they affect gymnastic performance - Know stretching exercises and how these can affect range of movement - Devise simple routines of stretching exercises in preparation for gymnastics - Know a variety of cooling down activities - Give reasons why physical activity is good for health. 	<ul style="list-style-type: none"> - Know the elements of a warm up - Know basic safety requirements of a warm up eg gradual stretching of the muscles - Understand how stamina, strength and suppleness contribute to gymnastic performance - Devise a simple warm up routine - Know how muscles work - Understand how fitness contributes to general health. - Understand how fitness contributes to general physical and mental wellbeing (RSE) - Apply basic safety principles when designing and constructing arrangements of apparatus 	<ul style="list-style-type: none"> - Understand the importance of each element of a warm up and the relevance to gymnastics. - Understand the need and importance of a cool down. - Devise own warm up and cool down explaining the effects on the body. - Assess their own fitness needs in relation to gymnastics and know exercises to improve their fitness. - Recognise their own fitness and mental needs (RSE) - Make links between their physical and mental health by making good choices (RSE) - Understand the basic principles of safe and unsafe exercising
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Swimming

Acquiring and Developing Skills

					Skills/actions -perform a range of strokes on front and back including: front crawl, backstroke and breast stroke. -swim using an effective stroke with good co-ordination. -Perform a self-rescue. -swim 25m confidently.	
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Athletics

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and Developing Skills						
Running and walking - Being able to run and walk at different speeds. - Being able to carry/balance an object while moving.	Running and walking Running and walking, developing an awareness of different speeds and co-ordination to run	Running and walking Running at different speeds in a co-ordinated way and jump over small obstacles. Throwing	Running, jumping and walking Accelerating from a stationary position. Running as part of a team. Develop an awareness of pacing. Jump small hurdles while running.	Running, jumping and walking - Running with good technique using stride patterns. - Timing the jumps over hurdles using stride patterns. Throwing	Running, Jumping and walking - Develop a technique to combine running and jumping over hurdles. - Sustain pace when running long distance	Running, Jumping and walking - Develop a rhythm when running. - Create a stride pattern when jumping hurdles. - Sustain a good posture while running.

Throwing <ul style="list-style-type: none"> - Throw an object towards a target. - Use an efficient technique to throw an object. 	in a certain direction. Throwing Throwing objects in a range of distances to develop an awareness of distance and weight.	Throw in a co-ordinated way for distance. Use different techniques for accuracy.	Throwing Throwing objects with force to gain distance. Throw objects with increasing accuracy.	<ul style="list-style-type: none"> - Anticipate how far to run - Using all body parts to create power. - Use hand eye co-ordination to improve accuracy. 	<ul style="list-style-type: none"> - Passing the baton efficiently. Throwing <ul style="list-style-type: none"> - Deciding when to throw for accuracy or power. - Develop a technique to throw for distance and accuracy. - Throw different objects with control and efficiency. 	Throwing <ul style="list-style-type: none"> - Controlling body parts to create a different trajectory. - Adjusting the grip to explore the effect on the object.
Selecting and Applying Skills						
<ul style="list-style-type: none"> - Adjust speed and direction to the available space and obstacles. - Link combinations of actions. - Use appropriate sending and receiving skills when playing simple individual, partner and small group games. 	<ul style="list-style-type: none"> - Throwing items towards a target. - Explain what they are attempting to do. - Apply skills in different sorts of games eg target throw. - Choose and use appropriate skills. 	<ul style="list-style-type: none"> - Running over obstacles in a race. - Describe why they are running at a certain speed. - Throwing items to hit a target. - Throwing at different distances using different techniques. 	<ul style="list-style-type: none"> - Vary speed, height and direction of throws. - Pacing themselves during a race. - Devise own simple rules and apply them. 	<ul style="list-style-type: none"> - Explore ways to throw different objects. - Work with a partner/team to win a race. - Throwing an object using a particular technique depending on the distance. 	<ul style="list-style-type: none"> - Use different techniques to establish the most effective. - Decide roles in a relay race. - Devise scoring systems for different types of throwing games - Explain the rules of a game and why they are important 	<ul style="list-style-type: none"> - Make plan how to compete in a race. - Give reasons for choice of technique. - Choose a technique for throwing depending on the object.
Improving and Evaluating						
<ul style="list-style-type: none"> - Observe and identify different ways of sending and receiving equipment (body 	<ul style="list-style-type: none"> - Observe, recognise and describe different actions. 	<ul style="list-style-type: none"> - Accurately describe their own and other's practises in games. 	<ul style="list-style-type: none"> - Observe and identify comparisons/contrasts. - Assess own performance by identifying what they 	<ul style="list-style-type: none"> - Compare own performance with that of others (skills and techniques) 	<ul style="list-style-type: none"> - Evaluate and comment on technique (own and each other's) - Assess their own and other's performances 	<ul style="list-style-type: none"> - Observe and assess a race using a wide range of technical criteria. - Comment constructively on own and other's work

parts, speed, changes of direction etc) - Copy and repeat combinations of skills. - Respond positively to suggestions for improving skills.	- Observe and describe what other children are doing. - Make simple comments on their own and other's games eg if it was hard/easy, fun or not. - Understand the need to practise skills to improve accuracy and consistency.	- Make simple judgements on their own work, - Make simple judgements on the success of other's skills. - Use their knowledge of technique to improve performance. - Practise skills and games to improve performance	do well and what they find difficult. - Recognise good technique and give reasons why it is good. - Make suggestions on how to improve performance.	- Use observations to improve own performance. - Assess own and other's work. - Describe what they need to do to improve performance (individual and team) - Work with a partner to improve individual and combined performance.	- Identify a focus for improvement (individually and team play)	including elements that can be improved and how they can be improved. - Evaluate their own strengths and weaknesses in relation to different positions and what they need to do to improve, - Describe their use of tactics and factors taken into consideration.
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Knowledge and Understanding of Fitness and Health

- Observe that the body becomes tired during exercise. - Vigorous exercise results in being out of breath. - Exercise is important to good health (RSE). - Exercise is important to good health. - Observe that our muscles become harder when tensed or stretched.	- Know and talk about the differences between muscular tension and relaxation. - Observe that the body becomes hot during vigorous exercise. - Know that they need to warm up and cool down before and after exercise.	- Describe how their body feels at different points during physical activity and after playing different types of games. - Discuss how being active makes us feel (RSE). - Observe that the heart beats faster, breathing is quicker and body temperature increases after exercises.	- Know and understand the reasons for warming up. - Compare and contrast breathing and heart rates when resting and exercising.	- Know elements of fitness – strength, speed, suppleness, stamina - Give reasons why physical activity is good for health (RSE) - Discuss the risks of a bad diet and lack of exercise (RSE) - Know stretching exercises and how these can affect range of movement - Devise simple routines of stretching exercises to prepare for games activities.	- Know the elements of a warm up - Show some understanding of how elements of fitness are important in different types of game. - Devise a simple warm up routine - Know how muscles work - Understand how fitness contributes to general health. - Understand how fitness contributes to general physical and mental wellbeing (RSE)	- Understand the importance of each element of a warm up and the relevance to different types of competition. - Understand the need and importance of a cool down. - Devise own warm up and cool down explaining the effects on the body. - Recognise their own fitness needs. - Recognise how games can promote strength, speed, suppleness and stamina and how this can
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				- Give reasons why physical activity is good for health.		contribute to overall health and fitness.
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Outdoor Education

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and Developing Skills						
		Navigation <ul style="list-style-type: none"> - Read a simple map. - Recognise simple symbols. - Work with a partner / group Environment <ul style="list-style-type: none"> - Acknowledge different surroundings, 	Navigation <ul style="list-style-type: none"> - Use a simple map to navigate. - Use simple codes to follow a trail. - Work as a team to solve a problem. - Start to use a 4-point compass to navigate. Environment <ul style="list-style-type: none"> - Understand how the natural environment provides habitats. 	Navigation <ul style="list-style-type: none"> - Confidently use a 4-point compass to navigate. - Use a map to guide a partner. Environment <ul style="list-style-type: none"> - Find a range of habitats within our local environment. - Understand how our actions effect the natural environment. - Use different natural materials to create a habitat. 	Navigation <ul style="list-style-type: none"> - Begin to use 8-point compass references. - Use grid references when using a map. - Plan a route using a map. Environment <ul style="list-style-type: none"> - Take a role as part of a team to solve a problem. - Identify the habitat of a specific animal. 	Navigation <ul style="list-style-type: none"> - Confidently use 8-point compass references. - Create a map of an area using symbols. Environment <ul style="list-style-type: none"> - Work as a team to solve a practical problem using the natural resources. - Build a den by choosing appropriate natural materials.
Selecting and Applying Skills						
		<ul style="list-style-type: none"> - Complete an orienteering activity using a map. 	<ul style="list-style-type: none"> - Use the correct vocabulary when using a map. 	<ul style="list-style-type: none"> - Accurately use the correct vocabulary when using a map. 	<ul style="list-style-type: none"> - Accurately use technical vocabulary when discussing a map with a partner. 	<ul style="list-style-type: none"> - Accurately use technical vocabulary when discussing a map with a partner.

		<ul style="list-style-type: none"> - Describe how surroundings are different. - Identify symbols when using a map. 	<ul style="list-style-type: none"> - Take the role as a leader and team member. - Use N, S, E, W when using a compass. 	<ul style="list-style-type: none"> - Take the role as a leader and team member. - Accurately use N, S, E, W when using a compass. - 	<ul style="list-style-type: none"> - Take the role as a leader and team member. - Begin to use N, NE, NW, S, SE, SW E, W when using a compass. - Explain where animals live and how they differ. 	<ul style="list-style-type: none"> - Take the role as a leader and team member. - Accurately use N, NE, NW, S, SE, SW E, W when using a compass. - Explain where animals live and how they differ.
Improving and Evaluating						
		<ul style="list-style-type: none"> - Make simple judgements on their own work. - Make simple judgements on the success of other's skills. 	<ul style="list-style-type: none"> - Observe and identify comparisons/contrasts. - Assess own performance by identifying what they do well and what they find difficult. - Recognise problems and suggest solutions. - Make suggestions on how to improve methods. 	<ul style="list-style-type: none"> - Compare own methods with that of others (skills and techniques) - Use observations to improve own performance. - Assess own and other's work. - Describe what they need to do to improve methods (individual and team) - Work with a partner to improve individual and combined methods. 	<ul style="list-style-type: none"> - Evaluate and comment on technique (own and each other's) - Assess their own and other's methods. - Identify a focus for improvement (individually and team play). - Offer suggestions to solving problems. 	<ul style="list-style-type: none"> - Comment constructively on own and other's work including elements that can be improved and how they can be improved. - Evaluate their own strengths and weaknesses in relation to different positions and what they need to do to improve, - Describe their use of methods and factors taken into consideration. - Reflect on the outcome of a problem.
Knowledge and Understanding of Fitness and Health						
		<ul style="list-style-type: none"> - Describe how their body feels at different points during physical activity and after playing different types of games. 	<ul style="list-style-type: none"> - Know and understand the reasons for warming up. - Compare and contrast breathing and heart rates when resting and exercising. 	<ul style="list-style-type: none"> - Know elements of fitness – strength, speed, suppleness, stamina - Give reasons why physical activity is good for health (RSE) - Discuss the risks of a bad diet and lack of exercise (RSE) 	<ul style="list-style-type: none"> - Know the elements of a warm up - Show some understanding of how elements of fitness are important in different types of game. - Devise a simple warm up routine 	<ul style="list-style-type: none"> - Understand the importance of each element of a warm up and the relevance to different types of competition. - Understand the need and importance of a cool down.

		<ul style="list-style-type: none"> - Discuss how being active makes us feel (RSE). - Observe that the heart beats faster, breathing is quicker and body temperature increases after exercises. 		<ul style="list-style-type: none"> - Know stretching exercises and how these can affect range of movement - Devise simple routines of stretching exercises to prepare for games activities. - Give reasons why physical activity is good for health. 	<ul style="list-style-type: none"> - Know how muscles work - Understand how fitness contributes to general health. - Understand how fitness contributes to general physical and mental wellbeing (RSE) 	<ul style="list-style-type: none"> - Devise own warm up and cool down explaining the effects on the body. - Recognise their own fitness needs. - Recognise how games can promote strength, speed, suppleness and stamina and how this can contribute to overall health and fitness.
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