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	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Children show good control	• Use the terms 'opponent'	and 'team-mate'.	Throw and catch with control and ac	curacy.	Choose and combine techniques in gam	e situations (running, throwing,	
Games	and coordination in large				,		catching, passing, jumping and kicking, etc.).	
	and small movements. They	• Use rolling hitting running in	umping, catching and kicking skills in	Strike a ball and field with control.				
National Curriculum	move confidently in a range	combination.				• Work alone, or with team mates in orde	er to gain points or possession.	
Statutory Programmes	of ways, safely negotiating							
of Study	space. They handle			Choose appropriate tactics to cause pro	polems for the opposition.	• Strike a howled or vellowed hell with		
	equipment effectively.	 Develop tactics. 				Strike a bowled or volleyed ball with acc	luracy.	
	Children know the			 Follow the rules of the game and play fa 	airly.		_	
	importance for good health	 Lead others when appropriate 	e.			Use forehand and backhand when playi	ng racket games.	
	of physical exercise and a			• Maintain possession of a ball (with, e.g.	feet, a hockey stick or hands).			
	healthy diet, and talk about					• Field, defend and attack tactically by an	ticipating the direction of play.	
	ways to keep healthy and			Pass to team mates at appropriate time	S.			
	safe. Children play					Choose the most appropriate tactics for	ragame.	
	cooperatively, taking turns			• Load others and act as a respectful team	n mamhar			
	with others. They take			Lead others and act as a respectful team	n member.	• Unhold the chirit of fair play and response	t in all compatitive situations	
	account of one another's					Uphold the spirit of fair play and respec		
	ideas about how to organise							
	their activity					Lead others when called upon and act a	s a good role model within a team.	
	Key learning	Key learning	Key Learning	Key learning	Key Learning	Key learning	Key Learning	
	Children can set up and	Skills from	Skills from Basketball, Tennis:	Skills from <u>Netball, Cricket:</u>	Skills from Basketball Netball:	Skills from <u>Netball, Rounder's</u>	Skills from Badminton, Rounder's:	
	work on basic obstacle	Cricket/handball/golf:		Understand tactics				
	courses.	Travel in a variety of ways	Confidently send the ball to others in a	and composition by starting to vary	Understand tactics and composition by	Vary skills, actions and ideas and link	Vary skills, actions and ideas and link	
		including running and	range of ways.	how they respond.	starting to vary how they respond.	these in ways that suit the games	these in ways that suit the games	
	Children take part and	jumping.				activity.	activity.	
	participate in games such as		Begin to apply and combine a variety of	Vary skills, actions and ideas and link	Vary skills, actions and ideas and link			
	hide and seek, elephant	Begin to perform a range of	skills (to a game situation).	these in ways that suit the games	these in ways that suit the games	Show confidence in using ball skills in	Show confidence in using ball skills in	
	football and tag.	throws.		activity.	activity.	various ways, and can link these	various ways, and can link these	
	_		Develop strong spatial awareness.			together.	together effectively. e.g. dribbling,	
	Can participate in relay and	Receive a ball with basic		Begin to communicate with others	Begin to communicate with others		bouncing, kicking	
	collect games in small	control.	Begin to develop own games with	during game situations. Use skills with	during game situations. Use skills with	Use skills with coordination, control and	-	
	teams.		peers.	coordination and control. Develop own	coordination and control. Develop own	fluency.	Keep possession of balls during games	
		Begin to develop hand-eye		rules for new games.	rules for new games.		situations. Consistently use skills with	
	Children take part in games	coordination.	Understand the importance of rules in	-	-	Take part in competitive games with a	coordination, control and fluency.	
	such as Bugs bunny, tag and		games.	Make imaginative pathways using	Make imaginative pathways using	strong understanding of tactics and		
	movement games with	Participate in simple games		equipment. Work well in a group to	equipment. Work well in a group to	composition.	Take part in competitive games with a	
	teams.		Develop simple tactics and use them	develop various games.	develop various games.		strong understanding of tactics and	
			appropriately.			Can create their own games using	composition.	
	Can understand and follow a	Can run at different speeds.		Begin to understand how to compete	Begin to understand how to compete	knowledge and skills.		
	simple set of rules and apply		Begin to develop an understanding of	with each other in a controlled manner	with each other in a controlled manner		Can create their own games using	
	them in games.	Can jump from a standing	attacking/ defending			Can make suggestions as to what	knowledge and skills. Modify	
		position.		To develop and investigate different	Participate in simple games	resources can be used to differentiate a	competitive games. Compare and	
	Children can move freely by		Can run at different speeds.	ways of throwing		game using defending and attacking.	comment on skills to support creation	
	walking, Jogging and	Can run at different speeds		and to know when it is appropriate to			of new games.	
	jumping	and change direction	Can jump from a standing position.	use them.	Can run at different speeds.		Can make suggestions as to what	
							resources can be used to differentiate a	
	Children can strike a large	Can dribble with hands, feet	Can run at different speeds and change	Children can catch and return a ball	Can jump from a standing position.	To develop and investigate different	game	
	ball with hands and feet.	and equipment around	direction	with accuracy and precision.		ways of throwing		
		obstacles.			Can run at different speeds and change	and to know when it is appropriate to		
	Children can throw or roll a		Can sequence movements together	Children can bowl underarm with	direction	use them.	Practise throwing and catching with a	
	ball in a direction.	Can throw underarm and	such as running and jumping.	accuracy and begin to bowl overarm			variety of different balls and shuttles	
		overarm at target		with the correct technique.	Can dribble with hands, feet and	Children can catch and return a ball	and using different types of throwing.	
	Children can dribble a large		Can use a range of movements to		equipment around obstacles.	with accuracy and precision.		
	ball using hands, feet and a	Can show some control when	avoid, go over or around obstacles such				Hit a range of balls with a racket as well	
	tennis racket.	balancing and dribble a ball	as small hurdles, ladders and hoops.	Children can strike a strike a bouncing	Can throw underarm and overarm at	Children can bowl underarm with	as shuttles.	
		with a piece of equipment		ball and bowled ball.	target	accuracy and begin to bowl overarm		
		such as a tennis racket.				with the correct technique.	Use different shots. Such as serve and	
			Can send and receive a range of	Children begin to think about tactical	Can show some control when balancing		forehand.	
			objects.	shots identifying space	and dribble a ball with a piece of			
					equipment such as a tennis racket.	Children can strike a strike a bouncing	Play games using throwing and catching	
			Can dribble with hands, feet and			ball and bowled ball.	skills.	
			equipment around obstacles.	Consolidate and develop the range and				
				consistency of their skills in striking and	To develop and investigate different	Children begin to think about tactical	Understand and apply attack and	
			Can throw underarm and overarm at	fielding games.	ways of throwing	shots identifying space.	defence tactics.	
			target					

			Can show some control when balancing and dribble a ball with a piece of equipment such as a tennis racket. Can begin to strike and object with their hands and feet as well as a large tennis racket.	To develop and investigate different ways of throwing and to know when it is appropriate to use them. To practise the correct technique for catching a ball and use it in a game. Children can bowl underarm. Children can strike a static ball and sometimes a moving ball.	 and to know when it is appropriate to use them. Children can catch and return a ball with accuracy and precision. Children can bowl underarm with accuracy and begin to bowl overarm with the correct technique. Children can strike a strike a bouncing ball and bowled ball. Children begin to think about tactical shots identifying space 	 Hit balls with a bat as with accuracy and spatial awareness. Play games using throwing and catching skills and attempt to play small sided tennis and badminton 2v2 and 1v1 games. Can begin to serve overhead with some accuracy and consistency Understand and apply attack and defence tactics. To develop and investigate different ways of throwing and to know when it is appropriate to use them. Children can catch and return a ball with accuracy and precision using long barrier technique. 	 Hit balls with a bat as with accuracy and spatial awareness. Play games using throwing and catching skills and attempt to play small sided tennis and badminton 2v2 and 1v1 games. Can begin to serve overhead with some accuracy and consistency Understand and apply attack and defence tactics. To develop and investigate different ways of throwing and to know when it is appropriate to use them. Children can catch and return a ball with accuracy and precision using long barrier technique. Children can bowl underarm with accuracy and can now bowl overarm
						Children can bowl underarm with accuracy and can now bowl overarm with some accuracy and precision.	with some accuracy and precision. Children can strike a strike a bouncing ball and bowled ball from an under arm or over arm bowl. Children begin to think about tactical shots identifying space and
							differentiate their bowling.
	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
l I	Look Listen	Handball Ball	Basketball Ball	Netball	Change of speed	Volleyball Ready position	Badminton Racket Shuttle
	Сору	Throw	Control	Aim and accuracy	Change of direction	Dig	Control
	Move	Direction	Balance	Control	Awareness	Spike	Concentration
	Space	Distance	Catch	Tactics	Position	Underarm serve	
	Walk						Area (Court lines)
		Aim	Throw				Area (Court lines) Direction
		Aim Catch	Throw Teamwork	Possession	Concentration Control	Aim and accuracy	Direction
	Jog	Catch	Teamwork	Possession Shoot	Concentration		
			Teamwork Warm up	Possession	Concentration Control	Aim and accuracy Communication Control	Direction Distance
	Jog Jump	Catch Space	Teamwork	Possession Shoot Body position	Concentration Control Teamwork	Aim and accuracy Communication	Direction Distance Teamwork
	Jog Jump Ball	Catch Space Roll Pass Teamwork	Teamwork Warm up Space	Possession Shoot Body position Mark	Concentration Control Teamwork Attacking and defending	Aim and accuracy Communication Control Targets	Direction Distance Teamwork Serve
	Jog Jump Ball	Catch Space Roll Pass	Teamwork Warm up Space Score	Possession Shoot Body position Mark Opponent	Concentration Control Teamwork Attacking and defending Tackle	Aim and accuracy Communication Control Targets Technique	Direction Distance Teamwork Serve Grip
	Jog Jump Ball	Catch Space Roll Pass Teamwork	Teamwork Warm up Space Score Hoop	Possession Shoot Body position Mark Opponent Passing Teamwork	Concentration Control Teamwork Attacking and defending Tackle Pressure	Aim and accuracy Communication Control Targets Technique Bump pass	Direction Distance Teamwork Serve Grip Forehand
	Jog Jump Ball	Catch Space Roll Pass Teamwork Backwards	Teamwork Warm up Space Score Hoop Bounce Pass	Possession Shoot Body position Mark Opponent Passing	Concentration Control Teamwork Attacking and defending Tackle Pressure Fitness	Aim and accuracy Communication Control Targets Technique Bump pass Teamwork	Direction Distance Teamwork Serve Grip Forehand Balance Follow through Power
	Jog Jump Ball	Catch Space Roll Pass Teamwork Backwards Forwards Run	Teamwork Warm up Space Score Hoop Bounce Pass Chest Pass Tennis	Possession Shoot Body position Mark Opponent Passing Teamwork Cricket Technique	Concentration Control Teamwork Attacking and defending Tackle Pressure Fitness Agility Basketball	Aim and accuracy Communication Control Targets Technique Bump pass Teamwork Court position Tactics	Direction Distance Teamwork Serve Grip Forehand Balance Follow through Power Aim
	Jog Jump Ball	Catch Space Roll Pass Teamwork Backwards Forwards Run Cricket	Teamwork Warm up Space Score Hoop Bounce Pass Chest Pass Tennis Score	Possession Shoot Body position Mark Opponent Passing Teamwork Cricket Technique Position	Concentration Control Teamwork Attacking and defending Tackle Pressure Fitness Agility Basketball Ball	Aim and accuracy Communication Control Targets Technique Bump pass Teamwork Court position Tactics Netball	Direction Distance Teamwork Serve Grip Forehand Balance Follow through Power
	Jog Jump Ball	Catch Space Roll Pass Teamwork Backwards Forwards Run Cricket Bat	Teamwork Warm up Space Score Hoop Bounce Pass Chest Pass Tennis Score Aim	Possession Shoot Body position Mark Opponent Passing Teamwork Cricket Technique Position Accuracy	Concentration Control Teamwork Attacking and defending Tackle Pressure Fitness Agility Basketball Ball Control	Aim and accuracy Communication Control Targets Technique Bump pass Teamwork Court position Tactics Netball Aim and accuracy	Direction Distance Teamwork Serve Grip Forehand Balance Follow through Power Aim Stance
	Jog Jump Ball	Catch Space Roll Pass Teamwork Backwards Forwards Run Cricket Bat Ball	Teamwork Warm up Space Score Hoop Bounce Pass Chest Pass Tennis Score Aim Position	Possession Shoot Body position Mark Opponent Passing Teamwork Cricket Technique Position Accuracy Throw	Concentration Control Teamwork Attacking and defending Tackle Pressure Fitness Agility Basketball Ball Control Balance	Aim and accuracy Communication Control Targets Technique Bump pass Teamwork Court position Tactics Netball Aim and accuracy Control	Direction Distance Teamwork Serve Grip Forehand Balance Follow through Power Aim Stance Football
	Jog Jump Ball	Catch Space Roll Pass Teamwork Backwards Forwards Run Cricket Bat Ball Speed	Teamwork Warm up Space Score Hoop Bounce Pass Chest Pass Tennis Score Aim Position Rolling	Possession Shoot Body position Mark Opponent Passing Teamwork Cricket Technique Position Accuracy Throw Grip	Concentration Control Teamwork Attacking and defending Tackle Pressure Fitness Agility Basketball Ball Control Balance Catch	Aim and accuracy Communication Control Targets Technique Bump pass Teamwork Court position Tactics Netball Aim and accuracy Control Tactics	Direction Distance Teamwork Serve Grip Forehand Balance Follow through Power Aim Stance Football Change of speed
	Jog Jump Ball	Catch Space Roll Pass Teamwork Backwards Forwards Run Cricket Bat Ball Speed Bounce	Teamwork Warm up Space Score Hoop Bounce Pass Chest Pass Tennis Score Aim Position Rolling Sen	Possession Shoot Body position Mark Opponent Passing Teamwork Cricket Technique Position Accuracy Throw Grip Power of shot	Concentration Control Teamwork Attacking and defending Tackle Pressure Fitness Agility Basketball Ball Control Balance Catch Throw	Aim and accuracy Communication Control Targets Technique Bump pass Teamwork Court position Tactics Netball Aim and accuracy Control Tactics Possession	Direction Distance Teamwork Serve Grip Forehand Balance Follow through Power Aim Stance Football Change of speed Change of direction
	Jog Jump Ball	Catch Space Roll Pass Teamwork Backwards Forwards Run Cricket Bat Ball Speed Bounce Ball control	Teamwork Warm up Space Score Hoop Bounce Pass Chest Pass Tennis Score Aim Position Rolling Sen Throw	Possession Shoot Body position Mark Opponent Passing Teamwork Cricket Technique Position Accuracy Throw Grip Power of shot Bowler	Concentration Control Teamwork Attacking and defending Tackle Pressure Fitness Agility Basketball Ball Control Balance Catch Throw Teamwork	Aim and accuracy Communication Control Targets Technique Bump pass Teamwork Court position Tactics Netball Aim and accuracy Control Tactics Possession Shoot	Direction Distance Teamwork Serve Grip Forehand Balance Follow through Power Aim Stance Football Change of speed Change of direction Awareness
	Jog Jump Ball	Catch Space Roll Pass Teamwork Backwards Forwards Run Cricket Bat Ball Speed Bounce Ball control Stop	Teamwork Warm up Space Score Hoop Bounce Pass Chest Pass Tennis Score Aim Position Rolling Sen Throw Bounce	Possession Shoot Body position Mark Opponent Passing Teamwork Cricket Technique Position Accuracy Throw Grip Power of shot Bowler Batter	Concentration Control Teamwork Attacking and defending Tackle Pressure Fitness Agility Basketball Ball Control Balance Catch Throw Teamwork Warm up	Aim and accuracy Communication Control Targets Technique Bump pass Teamwork Court position Tactics Netball Aim and accuracy Control Tactics Possession Shoot Body position	Direction Distance Teamwork Serve Grip Forehand Balance Follow through Power Aim Stance Football Change of speed Change of direction Awareness Position
	Jog Jump Ball	Catch Space Roll Pass Teamwork Backwards Forwards Run Cricket Bat Ball Speed Bounce Ball control Stop Balance	Teamwork Warm up Space Score Hoop Bounce Pass Chest Pass Tennis Score Aim Position Rolling Sen Throw Bounce Ball	Possession Shoot Body position Mark Opponent Passing Teamwork Cricket Technique Position Accuracy Throw Grip Power of shot Bowler	Concentration Control Teamwork Attacking and defending Tackle Pressure Fitness Agility Basketball Ball Control Balance Catch Throw Teamwork Warm up Space	Aim and accuracy Communication Control Targets Technique Bump pass Teamwork Court position Tactics Netball Aim and accuracy Control Tactics Possession Shoot Body position Mark	Direction Distance Teamwork Serve Grip Forehand Balance Follow through Power Aim Stance Football Change of speed Change of direction Awareness Position Concentration
	Jog Jump Ball	Catch Space Roll Pass Teamwork Backwards Forwards Run Cricket Bat Ball Speed Bounce Ball control Stop Balance Throw	Teamwork Warm up Space Score Hoop Bounce Pass Chest Pass Tennis Score Aim Position Rolling Sen Throw Bounce Ball Under arm throw	Possession Shoot Body position Mark Opponent Passing Teamwork Cricket Technique Position Accuracy Throw Grip Power of shot Bowler Batter	Concentration Control Teamwork Attacking and defending Tackle Pressure Fitness Agility Basketball Ball Control Balance Catch Throw Teamwork Warm up Space Score	Aim and accuracy Communication Control Targets Technique Bump pass Teamwork Court position Tactics Netball Aim and accuracy Control Tactics Possession Shoot Body position Mark Opponent	Direction Distance Teamwork Serve Grip Forehand Balance Follow through Power Aim Stance Football Change of speed Change of direction Awareness Position Concentration Control
	Jog Jump Ball	Catch Space Roll Pass Teamwork Backwards Forwards Run Cricket Bat Ball Speed Bounce Ball control Stop Balance Throw Catch	Teamwork Warm up Space Score Hoop Bounce Pass Chest Pass Tennis Score Aim Position Rolling Sen Throw Bounce Ball Under arm throw Ready	Possession Shoot Body position Mark Opponent Passing Teamwork Cricket Technique Position Accuracy Throw Grip Power of shot Bowler Batter	Concentration Control Teamwork Attacking and defending Tackle Pressure Fitness Agility Basketball Ball Control Balance Catch Throw Teamwork Warm up Space Score Hoop	Aim and accuracy Communication Control Targets Technique Bump pass Teamwork Court position Tactics Netball Aim and accuracy Control Tactics Possession Shoot Body position Mark Opponent Passing	Direction Distance Teamwork Serve Grip Forehand Balance Follow through Power Aim Stance Football Change of speed Change of direction Awareness Position Concentration Control Teamwork
	Jog Jump Ball	Catch Space Roll Pass Teamwork Backwards Forwards Run Cricket Bat Ball Speed Bounce Ball control Stop Balance Throw	Teamwork Warm up Space Score Hoop Bounce Pass Chest Pass Tennis Score Aim Position Rolling Sen Throw Bounce Ball Under arm throw	Possession Shoot Body position Mark Opponent Passing Teamwork Cricket Technique Position Accuracy Throw Grip Power of shot Bowler Batter	Concentration Control Teamwork Attacking and defending Tackle Pressure Fitness Agility Basketball Ball Control Balance Catch Throw Teamwork Warm up Space Score	Aim and accuracy Communication Control Targets Technique Bump pass Teamwork Court position Tactics Netball Aim and accuracy Control Tactics Possession Shoot Body position Mark Opponent	Direction Distance Teamwork Serve Grip Forehand Balance Follow through Power Aim Stance Football Change of speed Change of direction Awareness Position Concentration Control

Outcomes I can set up and work on basic obstacle courses. I can play games like hide and seek, elephant football and tag and play in small teams. I can understand and follow a simple set of rules and apply them in games. I can control my movements by walking and then changing to Jogging and jumping I can jump with both feet in the air at the same time.	Outcomes I am in control of my body's movements. I can move in complex ways without falling over. I can use equipment with control. I can apply these skills to a game of handball or cricket	Outcomes Children can confidently play a game with their peers where they are able to combine a variety of skills and tactics such throwing over arm, under arm or bouncing the ball, spatial awareness, dribbling the ball, bouncing the ball, throwing the ball, catching it and aiming to shoot the ball into a basket. They can achieve the above whilst running in different t directions and at different speeds. Children can confidently play a game where they can send and receive a ball and throw underarm and overarm at target. They can show some control when balancing and dribble a ball with a piece of equipment such as a tennis	Outcomes Children can work well in a group/team where they can communicate with others during the game. Children should be able to use the above skills to play a competitive game, for example cricket, where they can strike and field confidently.	Outcomes Children can confidently play a game with their peers where they are able to combine a variety of skills and tactics such throwing over arm, under arm or bouncing the ball, spatial awareness, dribbling the ball, bouncing the ball, throwing the ball, catching it and aiming to shoot the ball into a basket. They can achieve the above whilst running in different t directions and at different speeds.	Children can with fluency, in a competit Children can accuracy, suc and volleying apply these s game. They can und and defence
eet in		where they can send and receive a ball and throw underarm and overarm at target. They can show some control			
		They can begin to strike and object with their hands and feet as well as a large tennis racket.			
nnlying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	A
Applying knowledge	Applying knowledge Golf festival	Applying knowledge Inter Multi-sport competition	Applying knowledge Inter Cricket competition	Applying knowledge Inter Futsal competition	App Intra Volleyba
	Intra cricket/handball		Intra Badminton competition between		
	competition		class fellows.		Netball Festiv
				1	

al	
lying knowledge Il competition	Applying knowledge Inter Rounder's competition
lying knowledge	Applying knowledge
	they demonstrate that they can use different shots. Such as serve and forehand.
	They should be able to apply the above skills whilst playing badminton where
	They should be able to hit a range of balls with a racket as well as shuttles.
	Children can throw and catch a variety of objects. They should be using different types of throws e.g under arm and over arm.
erstand and apply attack actics.	Apply these skills to a competitive game of Football.
as serve and forehand as well as backhand. They ills to a competitive	Children should be able to confidently and with coordination, control and fluency use ball skills in various ways, and link these together. e.g. dribbling, bouncing, kicking, passing
se different shots, with	precision as well as strike a bouncing ball.
onfidently use ball skills coordination and control ve game.	Children can apply above skills to play a competitive game (For example rounder's) where they can bowl with
Outcomes	Outcomes
	Communication Confidence
	Umpire Tournament Experiment
	Tactics Throw Backstop
	Awareness Run
	Teamwork Shot selection Space
	Accuracy Ball tracking Bowling
	Feilding Catching
	Rounders Long barrier Technique
	Agility
	Fitness

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Children show good	Copy and remember moves and po	sitions.	Plan, perform and repeat sequences.		Compose creative and imaginative dan	ce sequences.
National Commission	control and						
National Curriculum Statutory Programmes	coordination in large and small movements.	 Move with careful control and coor 	dination.	Move in a clear, fluent and expressive r	manner.	Perform expressively and hold a precise	e and strong body posture.
of Study	They move confidently						
or otady	in a range of ways,	 Link two or more actions to perform 	n a sequence.	Refine movements into sequences.		Perform and create complex sequences	S.
	safely negotiating						
	space. They handle	Choose movements to communicat	te a mood, feeling or idea.	Create dances and movements that con	nvey a definite idea.	Express an idea in original and imaginat	ive ways.
	equipment effectively.						
	Children know the			Change speed and levels within a performance	ormance.	Plan to perform with high energy, slow	grace or other themes and maintain
	importance for good					this throughout a piece.	
	health of physical exercise and a healthy				d suppleness by practising moves and		
	diet, and talk about			stretching.		-	combine strength and stamina gained
	ways to keep healthy					through gymnastics activities (s	uch as cartwheels or handstands).
	and safe. Children play						
	cooperatively, taking						
	turns with others. They						
	take account of one						
	another's ideas about						
	how to organise their activity						
	Key learning	Key learning	Key Learning	Key learning	Key Learning	Key learning	Key Learning
	Can move to the sound	Copy, explore and remember basic	Copy and explore basic movements	Begin to improvise both independently	Confidently improvise with a partner or	Begin to exaggerate dance movements	Exaggerate dance movements and
	of music.	movements and body patterns.	with clear control.	and with a partner to create a simple	independently.	and motifs (using expression when	motifs (using expression when moving).
				dance.		moving).	
		Link movements to sounds and	Vary levels and speed in sequence and		Begin to create longer dance sequences		Perform with confidence, using a range
		music.	the size of body shapes.	Translate ideas from stimuli into	in a larger group.	Demonstrate strong movements	of movement patterns.
		Respond to a range of stimuli.	Add change of direction to a sequence.	movement with support.	Demonstrate precision and some	throughout a dance sequence.	Demonstrate a strong imagination
		Respond to a range of stimuli.	Aut change of uncetion to a sequence.	Begin to compare and adapt	control in response to stimuli.	Combine flexibility, techniques and	when creating own dance sequences
			Use and negotiate space clearly.	movements and motifs to create a		movements to create a fluent	and motifs.
				longer sequence.	Begin to vary dynamics and develop	sequence.	
			Work individually and as a group to		actions and motifs.		Demonstrate strong movements
			sequence moves together.	Use simple dance vocabulary to		Move appropriately and with the	throughout a dance sequence.
				compare and improve work	Demonstrate rhythm and spatial	required style in relation to the	
					awareness.	stimulus. e.g. using various levels, ways	Combine flexibility, techniques and
					Modify parts of a sequence as a result	of travelling and motifs.	movements to create a fluent sequence.
					of self-evaluation. Use simple dance	Begin to show a change of pace and	sequence.
					vocabulary to compare and improve	timing in movements. Use the space	Move appropriately and with the
					work.	provided effectively.	required style in relation to the
							stimulus.
						Improvise with confidence, still	
						demonstrating fluency across the	Begin to show a change of pace and
						sequence.	timing in movements. Move accurately to the beat. Improvise
							with confidence, still demonstrating
							fluency across the sequence.
							Dance with fluency, linking all
							movements.
	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
	Dance	Dance	Dance	Dance	Dance	Dance	Dance
	Listen	Space	Beat	Unison	Develop	Emotions	Confidence
	Сору	Safety	Emotion	Moving in time	Character	Expression	Collaboration
	Move	Character	Speed	Beat	Routine	Evaluate	Independent learning
	Stop	Move	Character	Count	Movement	Create	Formation
		Watch	Expression	Create	Imagination	Improve	Awareness
		Сору	Move	Imagine	Practice	Independent learning	Movement

			<u> </u>			
	Numbers	Forwards	Canon	Performance	Canon	Pace
	Count	Backwards	Performance	Fitness	Performance	Imagination
	Practice	Side steps	Practice	Teamwork	Review	Fluency
		Control	Review	Emotions	Audience	
		Actions	Teamwork			
Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
Children can move	Children are able to copy, explore	Children will be able to perform basic	Children will begin to improvise both	With precision and control, perform	Children begin to exaggerate strong	Children confidently exaggerate strong
their bodies when th	ey and remember basic movements	movements with clear control.	independently and with a partner to	longer dance sequences in a larger	dance movements and motifs (using	dance movements and motifs (using
heard the sound of	and body patterns and link these		create a simple dance where they can	group/partner/independently in	expression when moving in a dance	expression when moving in a dance
music	movements to sounds and music.	They will be able to perform a	translate ideas from stimuli into	response to a stimuli.	sequence with spatial awareness.	sequence. Where they move accurately
		sequence of movements to	movement with support.			to the beat.
		sound/music with vary levels and		Children with begin to vary dynamics	They are able to combine flexibility,	
		speed, in a group and individually with	They can change their movements	and develop actions and motifs where	techniques and movements to create a	
		spatial awareness.	depending on the motif and perform	they demonstrate rhythm and spatial	fluent sequence where they can move	They can dance with fluency and
			longer sequences.	awareness.	appropriately with the required style in	combine flexibility and techniques.
			They can explain their dance sequences		relation to the stimulus.	They begin to show a change of pace
			using simple dance vocabulary.	Can self-evaluate and use simple		and timing in movements.
				vocabulary to improve dance sequence.	They can confidently perform dance	
					sequence and begin to show a change	
					of pace and timing in movements.	
Applying knowledg	e Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge
	Perform dance to year group	Perform dance to year group	Inter Dance competition	Perform dance to year group	Perform dance to year group	Inter Dance competition

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Gymnastics	Children show good	Copy and remember actions.		Plan, perform and repeat sequences.		Create complex and well-executed sec	quences that include a full range	
	control and					of movements including:		
National Curriculum	coordination in large	Move with some control and aware	ness of space.	• Move in a clear, fluent and expressive ma	anner.			
Statutory Programmes	and small movements.			······		• travelling, balances, swinging, spring	zing, flight, vaults , inversions .	
of Study	They move confidently	• Link two or more actions to make a		Refine movements into sequences.		rotations , bending, stretching and twist		
	in a range of ways,	• Link two or more actions to make a	sequence.	• Renne movements into sequences.	ne movements into sequences.		, , , , , , , , , , , , , , , , , , , ,	
	safely negotiating					•Hold shapes that are strong, fluent and expressive.		
	space. They handle	Show contrasts (such as small/tall, s	traight/curved and wide/narrow).	 Show changes of direction, speed and lev 	el during a performance.			
	equipment effectively.							
	Children know the	• Travel by rolling forwards, backward	s and sideways.	• Travel in a variety of ways, including fligh	t, by transferring weight to generate power	Include in a sequence set pieces, choo	sing the most appropriate linking	
	importance for good			in movements.		elements.		
	health of physical	Hold a position whilst balancing on different points of the body.						
	exercise and a healthy			Show a kinesthetic sense in order to improve the placement and alignment of body		• Vary speed, direction, level and body r	rotation during floor performance	
	diet, and talk about			parts (e.g. in balances experiment to find o				

ways to keep healthy and safe. Children play	Climb safely on equipment.		gravity successfully over base and organise shape).	e body parts to create an interesting body	• Practise and refine the gymnastic techn (listed above).	niques used in performances
cooperatively, taking turns with others. They take account of one another's ideas about	 Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance. 		 Swing and hang from equipment safely (using hands). Impring a variety of ways and land with increasing control and balance 		• Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).	
how to organise their activity					• Use equipment to vault and to swing (r	emaining upright).
Key learning	Key learning	Key Learning	Key learning	Key Learning	Key Learning	Key Learning
Children can balance on two feet	Copy and explore basic movements with some control and coordination.	Explore and create different pathways and patterns.	Work independently and with others to create a sequence.	Link skills with control, technique, coordination and fluency.	Select and combine skills, techniques and ideas.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of
Can balance on basic small equipment such as floor mats.	Perform different body shapes including at last 2 rolls.	Use equipment in a variety of ways to create a sequence	Copy, explore and remember a variety of movements and use these to create their own sequence.	Understand composition by performing more complex sequences.	Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.	actions including variations in speed, levels and directions.
Children can balance on two feet	Perform at different levels.	Link movements together to create a sequence.	Describe own work using simple gymnastics vocabulary. Begin to notice	Begin to use gymnastics vocabulary to describe how to improve and refine performances.	Analyse and comment on skills and techniques and how these are applied	Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.
Can balance on basic	Perform a 2 footed jump.	Can perform at least3 roll safely.	similarities and differences between sequences.	Develop strength, technique and	in their own and others' work.	Adapt sequences to include a partner
small equipment such as floor mats.	Use equipment safely.	Can perform at least two types of jumps with safe landings.	Use turns whilst travelling in a variety of	flexibility throughout performances.	Use more complex gymnastics vocabulary to describe how to improve	or a small group.
Children can begin to perform basic rolls.	Balance with some control. Link 2-3 simple movements	Can perform Gymnastics movements on some basic apparatus.	ways. Begin to show flexibility in movements.	Create sequences using various body shapes and equipment.	and refine performances. Develop strength, technique and	Gradually increase the length of sequence work with a partner to make up a short sequence using the
Can move across some apparatus using different movements.			Begin to develop good technique when travelling, balancing, using equipment	Combine equipment with movement to create sequences	flexibility throughout performances.	floor, mats and apparatus, showing consistency, fluency and clarity of movement.
			etc.		coordination	Analyse and comment on skills and techniques and how these are applied in their own and others' work.
						Use more complex gymnastics vocabulary to describe how to improve and refine performances.
						Develop strength, technique and flexibility throughout performances.
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Gymnastics Balance Mats Look Share Roll Star Straight	Gymnastics Key shapes Tuck, straight, star, dish and arch. Backwards Forwards Knees High Low Balance Jump	Gymnastics Key shapes Tuck, Straight, Star, Dish, Arch Travel Direction Balance Copy Follow	Gymnastics Key shapes Tuck, Straight, Star, Dish, Arch, Pike and Straddle Linking Travelling Animals Front support Balances Apparatus	Gymnastics Key shapes Tuck, Straight, Star, Dish, Arch, Pike Straddle, Front Support, Back Support Movement Explore Direction Technique Traveling Stability Body control Transition Sequence	Gymnastics Key shapes Tuck, Straight, Star, Dish, Arch, Pike Straddle, Front Support, Back Support Point Tension Body control Mirror Sequence Combine Creativity	Gymnastics Key shapes Tuck, Straight, Star, Dish, Arch, Pike Straddle, Front Support, Back Precision Fluency Routine Experiment Confidence Body control Link Combine Theme creativity Technique Change of sequence
Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
Children will be able to balance on two feet, on basic small equipment such as floor mats.	Children can copy and explore basic movements with some control and coordination and link 2-3 simple movements	Children are able to explore and create different pathways and patterns and link movements together to create a sequence	Children will be able to copy, explore and remember a variety of movements and use these to create their own sequence in groups or independently.	Children will be able to link skills with control, technique, coordination and fluency as well as understand composition by performing more complex sequences.	Children can select, apply and combine skills, techniques and ideas accurately and appropriately, consistently showing precision, control and fluency.	Children can plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.
Children will begin to perform basic rolls and			They will begin to show flexibility in movements and develop good technique			

move across some	They can perform different body	They can perform at least 3 rolls	when travelling, balancing, using	They will be able to improve and refine	They can analyse and comment on	They can perform difficult actions,
apparatus using	shapes (including at least 2 rolls) at	safely and perform at least two types	equipment etc.	performances using gymnastics	skills and techniques of others using	with an emphasis on extension, clear
different movements.	different levels.	of jumps with safe landings.		vocabulary.	more complex gymnastics vocabulary	body shape and changes in direction,
			Children will be able to describe own		to describe how to improve and refine	in a group or individually.
	Children will be able to perform a 2	Can perform Gymnastics movements	work using simple gymnastics vocabulary	They will develop strength, technique and	performances.	
	footed jump and balance with some	on some basic apparatus and use	and begin to notice similarities and	flexibility throughout performances and		They can develop strength, technique
	control.	equipment in a variety of ways to	differences between sequences.	create sequences using various body	Children can develop strength,	and flexibility throughout
		create a sequence		shapes and equipment.	technique and flexibility throughout	performances.
					performances and link skills with	
					control, technique, coordination	They can use apparatus, floor or mats
						to develop sequences
						Showing consistency, fluency and
						clarity of movement.
						Children can analyse and comment
						on skills and techniques and how
						these are applied in their own and
						others' work using more complex
						gymnastics
Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge
	Able to apply skills and link simple	Create and perform a sequence in	Create own sequence which includes,	Perform complex sequences using various	Combine skills and techniques to	Perform difficult actions with
	movements	front of class fellows which include	travelling, balancing and using	body shapes	develop a well-controlled sequence	extensions and emphasis and perform
		the skills rolls and jumps	equipment			with clarity and fluency.

	Early Years	Year 1	Year 2	Year 3	Year 4	Y
Athletics	Children show good	 Athletic activities are combined with 	n games in Years 1 and 2.	Sprint over a short distance up to 60 metres	5.	Combine sprinti
	control and					
National Curriculum	coordination in large			Run over a longer distance, conserving		Choose the best
Statutory	and small movements.					
Programmes of	They move confidently			energy in order to sustain performance.		Throw accurate
Study	in a range of ways,			energy in order to sustain performance.		shape.
	safely negotiating					shape.
	space. They handle			Use a range of throwing techniques (such as	s under arm, over arm).	
	equipment effectively.					Show control in
	Children know the			 Throw with accuracy to hit a target or cover 	a distance.	
	importance for good					Compete with o
	health of physical			• Jump in a number of ways, using a run up w	here appropriate.	targets for improv
	exercise and a healthy					
	diet, and talk about			Compete with others and aim to improve performed at the second seco	arcanal hast parformancos	
	ways to keep healthy			• Compete with others and ann to improve po	ersonal best performances.	
	and safe. Children play					
	cooperatively, taking					
	turns with others. They					
	take account of one					
	another's ideas about					
	how to organise their					
	activity					
	Key learning	Key learning	Key Learning	Key learning	Key Learning	Кеу
		Can run at different speeds.	Can run at different speeds.	Begin to run at speeds appropriate for the	Begin to build a variety of running	Begin to build a va
	Children can move over			distance.	techniques and use with confidence.	techniques and us
	and around small	Can jump from a standing position.	Can jump from a standing position.			
	objects.			Can perform a running jump with some	Can perform a running jump with	Can perform a rur
		Can run at different speeds and	Can run at different speeds and	accuracy.	more than one component. e.g. hop	than one compon
	Children can move using	change direction	change direction		skip jump (triple jump).	(triple jump)
	a balance bike with			Perform a variety of throws using a selection		
	control.	Can sequence movements together	Can sequence movements together	of equipment.	Demonstrate accuracy in throwing and	Begin to record pe
		such as running and jumping.	such as running and jumping.		catching activities.	evaluate these.

Year 5	Year 6
nting with low hurdles over	r 60 metres.

est place for running over a variety of distances.

ately and refine performance by analysing technique and body

I in take off and landings when jumping.

h others and keep track of personal best performances, setting rovement.

Key Learning	Key Learning
a variety of running I use with confidence.	Begin to build a variety of running techniques and use with confidence.
running jump with more onent. e.g. hop skip jump	Understand the tactics of long distance running and sprinting.
l peer's performances, and	Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)

			U		
Children can pick up and drop an object with control. Can move freely within a specific area with control using movements such as running, jumping, walking and hopping. Children can move through, over and around obstacles using different speeds.	Can use a range of movements to avoid, go over or around obstacles such as small hurdles, ladders and hoops.	Can use a range of movements to avoid, go over or around obstacles such as small hurdles, ladders and hoops.	Can use equipment safely and with good control.	Describe good athletic performance using correct vocabulary. Can use equipment safely and with good control	Demonstrate accur throwing and catch Describe good athl correct vocabulary Can use equipmen control.
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key v
Run Roll Throw Look	Running Forwards Roll Throw Balance	Running Moving Balance Teamwork Throw Aim Speed Jump Land safely	Teamwork Compare Improve Sprint Direction Technique Jump Land safely Aim Distance Pull throw Relay	Run Race Pace Distance Technique Speed Long distance Step hop triple jump Balance Javelin Pull throw Target Baton	Timer Sprinting Measure Distance Direction Control Run up Take off Dice Baton Exchange Relay Teamwork Hurdles Communication
Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Οι

accuracy and confidence in catching activities.	Can consistently perform the triple jump technique.
d athletic performance using pulary.	Begin to record peer's performances, and evaluate these.
oment safely and with good	Demonstrate accuracy and confidence in throwing and catching activities.
	Describe good athletic performance using correct vocabulary.
	Can use equipment safely and with good control.
Key vocabulary	Key vocabulary
	Sprint
	Control
	Rhythm
	Run up
	Pull
	Power
	Discus
	Javelin
	Aiming
	Distance
	Direction
	Fling
	Landing Technique
on	Competition
~	Olympics
	Communication
	Exchange
	Baton
	Relay

			8			
	Children can travel at different	Confidently complete the skills	Children will be able to begin to run at	They can confidently begin to build a	They can confidently begin to build a	They can confidently begin to bu
1 0	speeds and change directions	below:	speeds appropriate for the distance.	variety of running techniques	variety of running techniques	variety of running techniques
dropping an object.						
		Children can travel at different	They can perform a running jump with some	They can perform a running jump with	They can perform a running jump with	They can perform a running jum
	Children can sequence movements	speeds and change directions	accuracy.	more than one component. e.g. hop	more than one component. e.g. hop skip	with more than one component.
-	together such as running and			skip jump (triple jump).	jump (triple jump).	hop skip jump (triple jump).
	jumping.		They perform a variety of throws using a			
walking and hopping.		Children can sequence movements	selection of equipment safely with control	Children can accurately throw and	Children can accurately throw and catch	They can consistently perform the
	They can use a range of	together such as running and		catch during activities.	during activities.	triple jump technique.
	movements to avoid, go over or	jumping.				
	around obstacles such as small			They can describe good athletic	They can evaluate good athletic	Children can accurately throw an
	hurdles, ladders and hoops.	They can use a range of movements		performance using correct vocabulary.	performance using correct vocabulary.	catch during activities.
		to avoid, go over or around obstacles				
		such as small hurdles, ladders and		Children can use equipment safely	Children can use equipment safely and	They can describe good athletic
		hoops.		and with good control	with good control	performance using correct
						vocabulary.
						Children can use equipment safe
						and with good control
Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge
	BDAT inter Athletic competition	BDAT inter Athletic competition	Cross Country race	BDAT inter Athletic competition	Orienteering festival	Sports UK Inter Multi-skills festiv
	Sports Day	Sports Day	Sports Day	Sports Day	BDAT inter Athletic competition	BDAT inter Athletic competition

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Outdoor and	Children show good	- • Not applicable.		Arrive properly equipped for outdoor and a	dventurous activity.	Select appropriate equipment for outdoor and adventurous activity.		
adventurous	control and							
activities	coordination in large			Understand the need to show accomplishm	ent in managing risks.	Identify possible risks and ways to ma	nage them, asking for and listening carefully	
	and small				0.0	to expert advice.	5 , 5 5 , ₇	
National Curriculum	movements. They				of a team			
Statutory	move confidently in a			 Show an ability to both lead and form part of 		Embrace both leadership and team rol	les and gain the commitment and respect of	
Programmes of Study	range of ways, safely					a team.	ies and gain the communent and respect of	
	negotiating space.			 Support others and seek support if required 	when the situation dictates.			
	They handle							
	equipment			 Show resilience when plans do not work and 	d initiative to try new ways of working.	• Empathise with others and offer support without being asked. Seek support from		
	effectively. Children					the team and the experts if in any doubt		
	know the importance			• Use maps, compasses and digital devices to	orientate themselves.	Remain positive even in the most challenging circumstances, rallying others		
	for good health of							
	physical exercise and			 Remain aware of changing conditions and 	nd change plans if necessary.	if need be.		
	a healthy diet, and							
	talk about ways to					 Use a range of devices in order to orie 	ntate themselves.	
	keep healthy and safe. Children play							
	cooperatively, taking					 Quickly assess changing condition 	s and adapt plans to ensure safety comes	
	turns with others.					first.		
	They take account of							
	one another's ideas							
	about how to							
	organise their activity							
	Key learning	Key learning	Key Learning	Key learning	Key Learning	Key learning	Key Learning	
	children can collect	Not applicable.	Not applicable.		Develop strong listening skills.	Use and interpret simple maps and	Use and interpret maps and navigate	
	their outdoor clothing			Listen to instructions from a partner/ adult.		begin to use a compass	using a compass	
					Use simple maps.			
				Begin to think activities through				

Children can put outdoor clothing on with assistance. Children can identify what they need to put on when working outside.			Work with others in a group. Demonstrate an understanding of how to stay safe.	Begin to think activities through and problem solve. Choose strategies to solve problems with support. Discuss and work with others in a group. Demonstrate some understanding of how to stay safe.	 Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group, listening attentively to each other. Demonstrate an understanding of how to stay safe 	Think activities through and problem solve using general knowledge and sl Choose and apply strategies to solve problems. Discuss and work with others in a gro listening attentively to each other an reaching final decisions that are best the group. Demonstrate a good understanding of
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	how to stay safe. Key vocabulary
	Key vocabulary		Teamwork	Teamwork	Teamwork	Teamwork
			Communication	Time	Communication	Communication
			Cooperation	Communication	Cooperation	Cooperation
			Orientate	Planning	Orientate	Orientate
			Navigate	Problem solving	Navigate	Navigate
			Map	Map	Setting	Setting
			Widp	Tactics	Map	Map
					(http://	Compass
Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
Select outdoor			Solve problems and work with others	Solve problems using appropriate	Solve problems using appropriate	Solve problems using appropriate
clothing for outdoor			ensuring they listen to instructions as well	strategies as well as listening to others	strategies as well as listening to others	strategies as well as listening to ot
play			demonstrate good understand of staying safe	in a group.	in a group.	in a group to help complete tasks efficiently.
				Know how to read a simple map and	Know how to read and interpret a	
				navigate.	simple map and navigate, begin use of a	Know how to read a simple map ar
					compass	navigate using a compass
				Stay safe.		
					Know how to stay safe.	Know how to stay safe at all times
Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge	Applying knowledge
			Solving problem and working alongside each	Choosing effective strategies to problem	Working effectively within a group to	Work well as a team to solve proble
			other	solve within a group situation	solve problems, navigate a map and use	effectively and follow a map using
					a compass.	compass confidently.

	Early Years	Year 1	Year 2	Year 3	Year 4	Y
Swimming and water safety National Curriculum Statutory Programmes of Study		-			 In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations 	 In particular, pupil swim compete proficiently ov least 25 metre use a range of [for example, 1 backstroke and perform safe s water-based s
	Key learning	Кеу				
					Swim unaided up to 25 metres.	Swim unaided up
					Use one basic stroke, breathing	Use one basic str
					correctly.	correctly.
					 Control leg movements. 	Control leg move
					 Swim between 25 and 50 metres 	Swim between 2
					unaided.	unaided.

Year 5	Year 6
pils should be taught to:	
etently, confidently and over a distance of at tres	
of strokes effectively e, front crawl, and breaststroke]	
e self-rescue in different d situations	
ey learning	Key Learning
l up to 25 metres. stroke, breathing	
ovements. n 25 and 50 metres	

				 Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Swim at the surface and below the water. Swim over 100 metres unaided. Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. Swim fluently with controlled strokes. Turn efficiently at the end of a length. Self-Rescue skills: SWIM-FLOAT-SWIM To hold their breath underwater Swim with their head down Roll onto their back to float, rest, and breathe Roll back over to resume swimming until they reach the side of the pool, crawl out or be rescued by an adult 	 Use more that coordinate breat the stroke being Coordinate leg Swim at the stroke water. Swim over 100 Use breast stroke, ensitive correct so as no pattern of swim Swim fluently Turn efficiently Turn efficiently Higher Attainer I can swim metres and keep swim seconds? I can use 3 swimming I can control I can swim on the surf I can swim on the surf I can recog affects my efforts to r challenges. I can sugge practices to performan Self-Rescue skill SWIM-FLOAT-SI To hold the Swim with the Roll onto the and breather Roll back ow until they recrawl out or
Kourseshilter	Kourses halfan	Kannashular	Kannashularu	Kananga kadama	
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary Swim Length Brest stroke Front crawl Back crawl Safety	Key Swim Length Brest stroke Front crawl Back crawl Safety
Outcomes Applying knowledge	Outcomes Applying knowledge	Outcomes Applying knowledge	Outcomes Applying knowledge	Outcomes Children are confident swimmers, performing different strokes and swimming unaided 25 metres. They can perform safe self-rescue in different water-based situations Applying knowledge	Children are cor performing diffe swimming unaid They can perfor different water-
Applying knowledge	Applying knowledge	Apprying knowledge	Applying knowledge		д Арріу

n one stroke and thing as appropriate for yused. and arm movements. urface and below the D metres unaided. oke, front crawl and uning that reaching is t to interrupt the ming. with controlled strokes. y at the end of a length. <u>swimmers:</u> between 50 and 100 ifferent strokes, on my front and back. of my breathing. confidentiy and fluently ace and under water. well in groups to solve biblems and challenges, it the work fairly. nise how swimming body, and pace my neet different st activities and o help improve my own ce. <u>S:</u> WIM ir breath underwater heir head down eir back to float, rest, er to resume swimming bach the side of the pool, be rescued by an adult yocabulary <u>Vuccomes</u> muscles and led 25 metres. m safe self-rescue in based situations ink knowledze Applying knowledge		
urface and below the Ometres unaided. Detres unaided. oke, front crawl and uring that breathing is to interrupt the ming. with controlled strokes. y at the end of a length. swimmers: between 50 and 100 J ming for 45 to 90 different strokes, on my front and back. of my front and fluently ace and under water. well in groups to solve bblems and challenges, : the work fairly. is activities and b help improve my own ce. st activities and b help improve my own ce. st start work fairly. st activities and b help improve my own ce. st activities and b help improve my own ce. <td>thing as appropriate for gused.</td> <td></td>	thing as appropriate for gused.	
oke, front crawl and suring that breathing is t to interrupt the ming, with controlled strokes. y at the end of a length. <u>swimmers:</u> between 50 and 100 different strokes, on my front and back. ol my breathing. confidently and fluently ace and under water. well in groups to solve oblems and challenges, t the work fairly. nise how swimming body, and pace my neet different st activities and b help improve my own cc. <u>S:</u> <u>WIM</u> r breath underwater heir head down eir back to float, rest, erer to resume swimming each the side of the pool, r be rescued by an adult <u>yvocabulary</u> <u>Key vocabulary</u> <u>Key vocabulary</u> <u>Vucomes</u> <u>Dutcomes</u> m safe self-rescue in based situations		
suring that breathing is to interrupt the ming. with controlled strokes. y at the end of a length. swimmers: between 50 and 100 iming for 45 to 90 different strokes, on ming for 45 to 90 different strokes, on my front and back. ol my breathing. confidently and fluently ace and under water. well in groups to solve yblems and challenges, the work fairly. nise how swimming body, and pace my body, and pace my neet different st activities and oh elp improve my own ce. S: WIM rr breath underwater heir head down ei eir to resume swimming each the side of the pool, rb erescued by an adult vocabulary Vuocabulary Key vocabulary Outcomes Outcomes fident swimmers, outcomes may as a self-rescue in based situations		
ming, with controlled strokes, y at the end of a length. swimmers: between 50 and 100 and and iming for 45 to 90 different strokes, off ming for 45 to 90 different strokes, off my breathing, confidently and fluently ace and under water. well in groups to solve biblems and challenges, the work fairly. nise how swimming body, and pace my body, and pace my neet different st activities and o help improve my own cc. S: WIM r breath underwater heir head down eir back to float, rest, er to resume swimming each the side of the pool, be rescued by an adult rvocabulary Vocabulary Key vocabulary Outcomes Outcomes fiftent swimmers, outcomes rent strokes and ted 25 metres. m safe self-rescue in based situations	suring that breathing is	
y at the end of a length. swimmers: between 50 and 100 if ming for 45 to 90 different strokes, on my front and back. ol my breathing. confidently and fluently ace and under water. well in groups to solve bblems and challenges, t the work fairly. nise how swimming body, and pace my neet different st activities and b help improve my own ce. S: WIM r breath underwater heir head down eir back to float, rest, e rer to resume swimming each the side of the pool, r be rescued by an adult yvocabulary Key vocabulary Outcomes Dutcomes Middle 25 metres. m safe self-rescue in based situations	ming.	
between 50 and 100 iming for 45 to 90 different strokes, on my front and back. ol my breathing. confidently and fluently ace and under water. well in groups to solve bblems and challenges, t the work fairly. nise how swimming body, and pace my neet different st activities and b help improve my own ce. S: WIM ir breath underwater heir head down eir back to float, rest, erer to resume swimming each the side of the pool, r be rescued by an adult y vocabulary Cutcomes fident swimmers, erent strokes and led 25 metres. m safe self-rescue in based situations		
i ming for 45 to 90 different strokes, on my front and back. ol my breathing. confidently and fluently ace and under water. well in groups to solve oblems and challenges, it the work fairly. nise how swimming body, and pace my neet different st activities and o help improve my own ce. S: WIM ir breath underwater heir head down eir back to float, rest, erer to resume swimming each the side of the pool, r be rescued by an adult vocabulary Vocabulary Veceoses fident swimmers, arent strokes and led 25 metres. m safe self-rescue in based situations		
different strokes, on my front and back. ol my breathing. confidently and fluently ace and under water. well in groups to solve bblems and challenges, : the work fairly. nise how swimming body, and pace my neet different st activities and o help improve my own cc. S: WIM ir breath underwater heir head down eir back to float, rest, er to resume swimming pach the side of the pool, be rescued by an adult vocabulary Key vocabulary Outcomes Outcomes fident swimmers, erent strokes and Jeesteres. m safe self-rescue in based situations	between 50 and 100	
on my front and back. ol my breathing. confidently and fluently ace and under water. well in groups to solve byblems and challenges, at the work fairly. nise how swimming body, and pace my neet different st activities and o help improve my own ce. S: WIM ir breath underwater heir head down eir back to float, rest, erer to resume swimming each the side of the pool, r be rescued by an adult y vocabulary Cutcomes fident swimmers, erent strokes and ted 25 metres. m safe self-rescue in based situations	ming for 45 to 90	
ol my breathing. confidently and fluently ace and under water. well in groups to solve soblems and challenges, the work fairly. nise how swimming body, and pace my neet different st activities and o help improve my own cc. Si WIM ir breath underwater heir head down eir back to float, rest, er rer to resume swimming each the side of the pool, r be rescued by an adult ryocabulary Key vocabulary Outcomes Outcomes fident swimmers, erent strokes and Jed 25 metres. m safe self-rescue in based situations	,	
ace and under water. well in groups to solve oblems and challenges, it the work fairly. nise how swimming body, and pace my neet different st activities and o help improve my own ce. si Si WIM ir breath underwater heir head down eir back to float, rest, ever to resume swimming each the side of the pool, r be rescued by an adult yocabulary Key vocabulary Outcomes fildent swimmers, erent strokes and led 25 metres. m safe self-rescue in based situations	-	
well in groups to solve bblems and challenges, the work fairly. nise how swimming body, and pace my neet different st activities and b help improve my own ce. Si WIM ir breath underwater heir head down eir back to float, rest, er rer to resume swimming each the side of the pool, r' be rescued by an adult r/ vocabulary Key vocabulary Outcomes Outcomes offident swimmers, arent strokes and led 25 metres. m safe self-rescue in based situations		
at the work fairly. nise how swimming body, and pace my heet different st activities and b help improve my own ce. S: WIM ir breath underwater heir head down eir back to float, rest, e rer to resume swimming each the side of the pool, be rescued by an adult vocabulary Key vocabulary Outcomes offident swimmers, erent strokes and ded 25 metres. m safe self-rescue in based situations		
nise how swimming body, and pace my neet different st activities and b help improve my own ce. S: WIM ir breath underwater heir head down eir back to float, rest, e rer to resume swimming each the side of the pool, be rescued by an adult (vocabulary Key vocabulary Outcomes Outcomes fident swimmers, erent strokes and led 25 metres. m safe self-rescue in based situations	_	
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	ing knowledge	Applying knowledge

App schc	Apply skills when swimming outside school sessions.	Apply skills when swimming outside school sessions.					

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Education	Children know the	All pupils lead healthy, activ	e lives	All pupils lead healthy, active lives		All pupils lead healthy, active lives	•
	importance for						
National Curriculum	good health of						
Statutory	physical exercise						
Programmes of Study	and a healthy diet,						
	and talk about ways						
	to keep healthy and						
	safe.						
	Sure.						
			1		1		1
	Key learning	Key learning	Key Learning	Key learning	Key Learning	Key learning	Key Learning
	Children can	Can get changed independently for PE.	Can comment on own and others	Watch and describe performances	Watch and describe performances	Watch and describe performances	Watch and describe performances
	independently get		performance.	accurately.	accurately.	accurately.	accurately.
	ready for PE.	Can identify simple changes that happen					
		in PE such as body temperature and	Can give comments on how to	Begin to think about how they can improve	Begin to think about how they can	Learn from others how they can	Learn from others how they can
	Children can begin	tiredness.	improve performance. Use	their own work.	improve their own work.	improve their skills.	improve their skills.
	to identify what		appropriate vocabulary when				
	happens to their	Can comment on own and others	giving feedback.	Work with a partner or small group to	Work with a partner or small group to	Comment on tactics and techniques to	Comment on tactics and techniques to
	bodies in PE.	performance.		improve their skills.	improve their skills.	help improve performance.	help improve performance.
			Can describe the effect exercise				
	Children can give	Can give comments on how to improve	has on the body.	Make suggestions on how to improve their	Make suggestions on how to improve	Make suggestions on how to improve	Make suggestions on how to improve
	basic comments on	performance.		work, commenting on similarities and	their work, commenting on similarities	their work, commenting on similarities	their work, commenting on similarities
	their PE lesson and		Can explain the importance of	differences	and differences.	and differences.	and differences.
	identify what they	Use appropriate vocabulary when giving	exercise and a healthy lifestyle				
	enjoyed.	feedback		Can describe the effect exercise has on the	Can describe the effect exercise has on	Can describe the effect exercise has on	Can describe the effect exercise has or
				body.	the body.	the body.	the body. Can explain the importance of
							exercise and a healthy lifestyle.
				Can explain the importance of exercise and	Can explain the importance of exercise	Can explain the importance of exercise	
				a healthy lifestyle.	and a healthy lifestyle.	and a healthy lifestyle.	Understand the need to warm up and
							cool down.
				Understand the need to warm up and cool	Understand the need to warm up and	Understand the need to warm up and	
				down.	cool down.	cool down.	Begin to understand how to develop
							body parts and how that can affect our
							performance.
	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
	Breathing	Breathing	Breathing	Breathing	Breathing	Breathing	Breathing
	Fast	Hot/warm	Hot/warm	Hot/warm	Hot/warm	Hot/warm	Hot/warm
			Cool	Cool	Cool	Cool	Cool
				Tired	Tired	Tired	Tired
				Heart rate	Oxygen	Oxygen	Oxygen
					Heart rate	Heart rate	Heart rate
						Blood pumping	Blood pumping
						Healthy	Healthy
						Muscles- calves	Fit
							Muscles- calves, glutes, biceps
	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
	Independently get	Can independently change for PE	Knows about healthy lifestyle	Knows about healthy lifestyle	Knows about healthy lifestyle and the	Knows about healthy lifestyle and the	Knows about healthy lifestyle and the
	ready for PE				importance	importance	importance
	1 cddy for r E	Able to identify simple changes to the	Is able to describe that the body	Is able to describe that the body			
	Children notice how	bodies temperature when exercising.	temperature rises when	temperature rises when warming up and	Is able to describe that the body	Confidently able to describe that the	Confidently able to describe that the
		boules temperature when exercising.			,	Confidently able to describe that the body temperature and how the heart is	Confidently able to describe that the
	their bodies warm		exercising.	goes down when we cool down.	temperature rises when warming up		body temperature and how the heart i
	up whilst running				and goes down when we cool down-	working during warm up and cool down.	working during warm up and cool dow
				Begin to identify muscles used during	link to heart beat/blood		
				stretches		Confidently able to identify muscles	Confidently able to identify muscles
					Able to identify muscles used during	used during stretches	used during stretches
					stretches		