



Physical Education Progression of Skills Framework

Skills by Key Stage

PE - EYFS

PE in the EYFS is taught through Physical Development- our children have opportunities to be active and develop coordination both gross motor and fine motor. They also learn about healthy choices.

Key Stages 1 and 2

As stated in the National Curriculum 2014 – ‘A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.’

With the physical education provided at Townlands and the opportunities for competitive and sports activities along with the wide range of after school sports clubs, the above statement is able to be fore filled.

Gymnastics

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	FOCUS ON:- INTRODUCTORY SKILLS -Listen to instructions and engage themselves in activity. -Use space safely. -Confidently travel on their feet in different ways and recognise Directions, -Name and use different parts of their bodies. -Work sensibly and co-operatively with other children to lift apparatus like mats and benches. FOCUS ON:TRAVELLING -Walk, stride, bounce and hop on feet or hands and feet and slide on different body parts. -Change their way of travelling in a controlled manner and show an awareness of directions. - Show an awareness of high (far away from the ground and low close to the ground) movements. -Demonstrate quick movements and slow movements. -share space and apparatus safely with other children. FOCUS ON: STRETCHING AND CURLING -Demonstrate wide, thin, tall and curled body shapes when travelling or holding a balance. -Know they can take their weight on different body parts to make different shapes.	FOCUS ON:- FLIGHT, BOUNCING, JUMPING AND LANDING -Hop, bounce, and skip in different directions, forwards, sideways, and backwards. - Bounce using feet in different combinations and repeat a pattern of movements. -Jump from one foot to two feet and from one foot to the other and understand how to land safely. -Identify, describe and show thin shapes, star shapes and turning jumps. - Understand high and low levels and link two jumps with a low level movement. -Apply, adapt and transfer all these ideas, actions and linked movements to simple, low-level apparatus at every stage of learning. BALANCE ON SMALL AND LARGE PARTS OF THE BODY -Demonstrate different ways of travelling on small and large parts of the body. -Know which small parts of the body can safely take weight and show high and low balanced positions using different combinations. - Balance upon large body parts and know how to make the shape of the balance. -Select two balances and link them together showing control and change of	FOCUS ON:- PARTS OF THE BODY HIGH AND PARTS LOW -Show various ways of travelling and balancing with the body close to, or far away from, the ground or apparatus. -Understand and demonstrate various ways of travelling and balancing with different parts of the body being the highest 6 point or the closest to the ground. -Take weight confidently on hands to lift the feet high. - Plan and link together two or three movements showing control and co-ordination. travel underneath a partner who is holding a balanced bridge position. -Transfer, modify and apply the ideas and linked movements to appropriate apparatus at every stage of learning with the emphasis being on body parts close to, and far away from, apparatus. FOCUS ON:- DIFFERENT PATHWAYS - STRAIGHT, ZIGZAG AND CURVING -Understand and show different pathways on the floor or apparatus e.g. straight, zig-zag and curving and travel along them using different directions. - Show an understanding of different speeds and levels. -Understand and identify	FOCUS ON:- STRETCHING AND CURLING -Travel showing a range of stretched and curled shapes. (e.g. rolling, jumping and beginning of cartwheel activities) and join together two or more contrasting actions. - Demonstrate stretched and curled balances on different body parts showing an understanding of high, medium and low positions. -Identify and perform matching shapes with a partner, one behind the other, side by side or passing over a partner (e.g. one is in a long, thin shape on the ground and partner jumps over showing a long thin shape in the air.) - Compose a short sequence with a partner demonstrating an understanding of levels, directions and speeds and be able to identify what adaptations were required to enhance the overall performance. - Adapt and transfer all these ideas and skills onto apparatus at every stage of learning. FOCUS ON:- SYMMETRY AND ASYMMETRY -Know what symmetry and asymmetry means and identify and demonstrate symmetrical and asymmetrical balances on different body parts.	FOCUS ON:- BALANCE -Identify and use a variety of body parts for supporting c balance and understand which combinations produce the most stable bases. - Demonstrate a variety of balanced positions including ones with feet high and understand about body tension and 8 quality of performance. - Understand that the same base can support different shaped balances and demonstrate contrasting shapes (e.g. wide/ narrow/curled and symmetry and asymmetry. - Create and perform a sequence which combines and emphasises different levels and speeds with travelling movements, jumps or rolls. - Transfer and extend all these ideas and skills and extended onto suitably complex arrangements of apparatus at every stage of learning. FOCUS ON:- TRANSFERING AND RECEIVING BODY WEIGHT -Show a variety of travelling, jumping, rolling and balancing skills and understand how different body parts are capable of receiving weight. -Identify and use skills which transfer weight from feet to hands and back to	FOCUS ON:- BRIDGES -Identify and show a range of bridge shapes with back, front or side towards the floor or apparatus. - Understand and demonstrate a variety of high and low level bridges and join two together with a rolling movement. - Travel in different directions showing a variety of bridge shapes. -Understand how to move smoothly into and from a variety of bridge shapes individually and with a partner and create a sequence using variations in levels, speeds and directions. -Understand-the range of movements necessary to create a balanced sequence and be able to recognise when one is absent. -Transfer and all these skills onto apparatus at every stage of learning. FOCUS ON:- FLIGHT -Identify and show the five basic jumps 1 foot to 1 foot, 1 foot to other foot, 1 foot to 2 feet, 2 feet to 2 feet, 2 feet to 1 foot and demonstrate a variety of clear body shapes in the air. -Understand how to take off and land safely in different directions and join together three different jumps or a jump and a roll showing variation in	FOCUS ON:- MATCHING AND MIRRORING -Understand and use a variety of spatial relationships when c working with a partner i.e. "Follow-my-leader, side-by-side, face to face, back to back and meeting and parting. -Compose an individual sequence comprising travel, jump, turn and balance, then teach it to a partner and perform it together, matching exactly (precise matching - same arm, same leg etc and move at the same time). -Understand and use mirror movements with a partner (actions are still performed at the same time but opposite limbs are used). -Identify and show matching and mirroring balances with a partner showing different shapes (symmetrical/asymmetrical) and levels. Some of these balances will have one point of contact. - Create a sequence linking four balances with travelling, jumping, and turning movements. The sequence will show planned variations of shape, level and direction. adapt and transfer skills, principles and sequences from floor to apparatus at every stage of learning. FOCUS ON:-

	-Hold a strong, controlled balance and show an awareness of levels. -Use space safely and stop on a given signal. -link together (i) two contrasting balances (ii) a travelling movement and a balance -Adapt and safely transfer curled and stretched travelling and balancing onto apparatus. <u>FOCUS ON:TRAVELLING TAKING WEIGHT ON DIFFERENT BODY PARTS</u> -Travel taking weight on feet, hands and feet, and to slide taking weight on front, back, side and hips. - Take weight confidently and safely on hands. -Know, understand and show how to jump, land and sink down safely and link it with a low travelling movement. -Link together two or three travelling movements. -Share space and apparatus safely with others. -Safely transfer work from floor to apparatus at every stage of learning, moving on/off, over, under, along and through.	speed. -Make a simple shape for a partner to step over or travel underneath. select, apply, adapt and transfer knowledge, skills and understanding to simple apparatus at every stage of learning. <u>FOCUS ON:- ROCKING AND ROLLING</u> -Know, understand, and show which parts of the body can be used for spinning or rocking. -Rock on different body parts to stand up or turn over. - Know and understand the safety implications involved in various types of rolling and be able to show rolling sideways in curled and stretched shapes and move into and out of a sideways roll in different ways. - Link together a jump, safe landing and rolling action showing different combinations of shapes (e.g. star shaped jump with a long thin roll) and finish in a stretched position. -Apply, adapt and transfer these ideas to appropriate apparatus. (Special attention should be given to safe landings - e.g. land on feet with control before rolling sideways on the mat -and slide to the floor with control before rolling sideways.) (Some children will be able to do a forward roll.) <u>FOCUS ON:- WIDE/ NARROW/ CURLED</u> -Observe, copy and describe the movements of others' and show a variety of wide	appropriate movements to travel along different shaped pathways. -Select and link together three different ways of travelling to create an interesting pathway. The sequence should show a definite beginning, middle and end. -Observe and copy a partner in 'Follow-my-leader' formation to show different pathways and link appropriate movements. -The knowledge, understanding, individual skills and linked movements should be transferred and applied to apparatus at every stage of learning. <u>FOCUS ON:- TURNING, SPINNING AND TWISTING</u> -Understand and show a variety of controlled turning jumps e.g. % % % or full turn using one foot to two feet or two feet to two feet. -Understand the safety implications and show a variety of rolls and spins on different parts of the body showing contrast in speed. - Link together a. turning movement in the air with a turning or spinning movement on the floor using a jump. - Understand that "fixing" one half of the body to the floor and then turning the other half produces a twisted position and show various ways of moving out of it. - Transfer, adapt and apply all these ideas to apparatus at every stage of learning. <u>FOCUS ON:- LINKING MOVEMENTS TOGETHER</u> -Understand how one	-Travel emphasising jump, roll or spin showing symmetrical shapes emphasising legs together or apart and working on different levels. -Understand and show how to link smoothly travelling, jumping, turning and balancing movements and begin to analyse the work of others'. -Perform a simple matching sequence side by side with a partner to show a variety of symmetrical and asymmetrical shapes. -Further develop work by adapting and transferring ideas and skills onto apparatus at every stage of learning. <u>FOCUS ON:- PATHWAYS</u> -Understand and identify flexible and direct pathways and demonstrate different ways of travelling fluently along them. (travelling, jumping, turning). - Understand and show different speeds and levels. - Identify and demonstrate acceleration / deceleration within one movement and within a series of movements. -Select and perform appropriate actions for flexible and direct pathways and create individual and partner o sequences. -Transfer and extend all these ideas and skills onto suitably complex arrangements of apparatus at every stage of learning. <u>FOCUS ON:- TRAVELLING WITH A CHANGE OF FRONT OR DIRECTION.</u>	feet again. -Move smoothly into and from a balance and link balances with travelling and rolling actions. -Show an understanding of shapes, levels and speeds. -Side-by-side with a partner create a sequence to show a variety of ways of receiving body weight with control and accuracy. - Transfer all these ideas and skills onto apparatus at every stage of development and extend or adapt as appropriate. <u>FOCUS ON:- BALANCE LEADING INTO CHANGE OF FACE AND DIRECTION.</u> -Identify and use a range of travelling, jumping and turning movements on different levels and show ways of balancing on different body parts. -Demonstrate various sliding, rolling and turning movements which lead smoothly into balanced positions showing change of front. -Move into a balance, and then move out of it in a different direction. -With a partner link together a series of movements and balances which demonstrate change of front and direction and show contrasts in speeds. -Transfer and extend all these ideas and skills onto suitably angled arrangements of apparatus at every stage of learning. <u>FOCUS ON:- ROLLING</u> -Identify and show at least two different types of rolls in different directions sideways, forwards,	pathway. -Spring from feet to hands and back to feet again. - With a partner join together in a controlled manner a jump and roll to show contrasting body shapes (e.g. tucked jump / stretched roll). - Compose a sequence showing two different jumps, landings and rolls, and one action of flight taking weight from feet to hands to feet. -Transfer all these skills and principles to suitable apparatus with safe and adequate landing areas. <u>FOCUS ON:- FUNCTIONAL USE OF THE LIMBS (PUSHING, PULLING/SWINGING/GRIPPING)</u> -Know and can show a range of travelling and jumping activities initiated by pushing and pulling on the floor or apparatus. - Demonstrate pushing and pulling against the floor and pushing/pulling/gripping against the apparatus to hold a balanced position. - Travel using swinging to initiate the movement, e.g. kicking horses, cartwheels, scissor jumps etc. -Identify and show various ways of gripping apparatus with hands and different body parts to climb, swing and spring onto/off/ over or balance. -Link two jumps and three balances with travelling and roiling movements to create a sequence which uses planned variations in body shape, speed and direction. -Transfer the knowledge,	<u>SYNCHRONISATION AND CANON</u> -Understand, identify and use the terms synchronisation and canon (synchronisation; start and finish simultaneously but the actions can be different - canon; moving rhythmically one after the other). - Understand and extend the possible variations in level, speed and direction when working with a partner. -Link together a series of movements, then synchronise them with a partner to show knowledge of various partner relationships. -Use rhythm and timing to produce a sequence of canon movements with a partner or small group. - Understand how to produce combined balances emphasising levels and link three balances using synchronisation and canon to show an understanding of compositional principles. -Transfer skills and principles from floor to apparatus at every stage and adapt and transfer sequences. <u>FOCUS ON:- HOLES AND BARRIERS</u> -Make clear balanced shapes (high and low) for a partner to travel over or under. -Construct a sequence where each person alternately moves into a balanced shape, then moves out of it to travel over/under a partner. - Understand the safety
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		and narrow balances. -Travel showing long and narrow, wide and short shapes. -Know and use a variety of ways of travelling in a curled up shape. -Travel and balance showing an understanding of close to the ground or apparatus and far away from the ground or apparatus. -Understand the safety implications and show a tucked jump. -Join together jump, turning movement and stretched balance. - Transfer, adapt and apply skills, ideas and linked movements to apparatus at every stage of learning.	movement can link with another smoothly and continuously and that movements can be performed at different speeds and on different levels. -Understand and perform movements where different parts of the body lead into the next action e.g. hands and head can lead into a forward roll and knees and hips lead into a shoulder stand. -Compose a short sequence of three or more movements using different combinations of travel, roll, balance and jump and show changes of direction. - Perform a simple sequence with a partner. - Transfer, adapt and apply knowledge, skills and understanding onto appropriate apparatus at every stage of learning.	-Identify "change of face" and understand what it means and demonstrate %, 1/2 and % turning jumps. -Move in a variety of ways using different directions i.e. towards, backwards, sideways, diagonally forwards, diagonally backwards. - Understand and show individual actions which in themselves create a change of front or direction (e.g. rolls, jumps or bunny-hops to one side.) - Select movements and create a sequence to illustrate change of front and change of direction. -Transfer all these ideas and skills onto apparatus at every stage of development and extend or adapt them as appropriate	backwards, and understand that they can be performed at different speeds. -Understand and demonstrate how to land safely and sink down into a roll on the floor and match different types of jumps with different types of rolls. -Create a sequence with a partner to show different rolls with jumps, balances and travelling movements. -Make simple assessments of performance and composition based on criteria given by the teacher. - Transfer and extend all these ideas and skills to apparatus at every stage of learning (e.g. rolling underneath, around, along and on apparatus and jumping, springing, lowering or sliding from apparatus into a roll on the floor).	skills and understanding CD onto apparatus and recognise how the possible range of activities is extended. <u>FOCUS ON:- SPINNING AND TURNING</u> -Understand that spinning occurs around a body part in contact with the floor and shows a variety of shapes and speeds when spinning on different body parts. -Identify a variety of rotations around the long axis (an imaginary line through the body from head to feet) e.g. turning jumps; sideways rolls; turning on hands. -Know and understand that rotation around the side-to side axis (an imaginary line through the hips from one side of the body to the other) involves mostly rocking, forward and backward rolling, and extension work into walkovers and handsprings etc. -Understand and show turning around the front and back axis (an imaginary line through the stomach to the base of the spine e.g. sideways shoulder rolls and cartwheels.) - Select a spin and three rotations around different axes and link them with travelling and balance to form a sequence showing planned variations in shape, speed and direction. -Adapt and transfer the skills, principles and sequences onto appropriate apparatus at every stage of learning.	implications and show a limited number of ways of travelling over a moving partner and travelling over a partner making contact with them. -Know, and be able to use, matching or contrasting shapes to pass over/under a partner (e.g. matching — elongated shapes on the floor and long, stretched jump over e.g. contrasting — curled up shape on the floor and star jump over). -Construct a sequence with a partner to show four different ways of passing over and under with emphasis on fluency, directions, levels and shapes. -Transfer all these skills, principles and sequences onto CD apparatus at every stage of development. <u>FOCUS ON:- COUNTER-BALANCE- COUNTER-TENSION</u> -Know, understand and use, the terms counter-balance and counter-tension (i.e. counter-balances is pushing or learning against a partner(s) and counter-tension is pulling or leaning away). -Show counter-balance/counter-tension balances in twos or threes and know that variations can be developed through changing body shape, being on different levels and pushing or pulling on different body parts. -Understand, identify and use, a variety of methods for moving into and away from balances. -Link four combined
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							balances with appropriate movement and show variations in shape, level, speed and direction. -Adapt and transfer all the skills, principles and sequences, including the long one, safely onto appropriate apparatus
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Dance

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<u>FOCUS ON:- ACQUIRING AND DEVELOPING SKILLS</u> -travel, jump and turn in different ways including actions such as- walking, running, crawling, sliding, galloping skipping. jumping, bouncing, hopping. spinning, turning, rolling, spiralling, turning upside down. -Stop with control and to hold a position of stillness. -Develop spatial awareness by making different shapes with their bodies, being able to move about a space without bumping into others and developing concepts such as: Up/down/sideways high/low near to/far away, large/small. -Understand that different actions can be performed at different speeds e.g. fast/slow (slow needs to be practised as the speed requires the greatest degree of co-ordination and	<u>FOCUS ON:- ACQUIRING AND DEVELOPING SKILLS</u> -Respond to stimuli demonstrate the ability to look at, touch feel, listen to different stimuli in order to share language, ideas, images and initial movement responses. -Know and perform the basic dance actions with some understanding of mood and feeling in relation to the dance idea - demonstrate travelling actions, e.g. in a hurry; demonstrate jumping actions, e.g. for joy; demonstrate turning actions, e.g. away from source; demonstrate gesturing-actions, e.g. to a friend: demonstrate stillness, e.g. to wait for something. <u>FOCUS ON:- SELECTING AND APPLYING SKILLS AND COMPOSITIONAL IDEAS</u> -Improvise to an idea - display an immediate response. -Explore a range of movements suitable to the	<u>FOCUS ON:- ACQUIRING AND DEVELOPING SKILLS</u> -Go and stop in control show this in their personal space; show this using the general space; demonstrate the ability to hold clear body shapes both in movement and stillness. -Change and vary actions - demonstrate using contrasting levels, directions and sizes (spatial elements); demonstrate using contrasting speeds and weights (dynamic elements.) - Copy and perform simple movements/rhythmic patterns — show the rhythms and patterns; repeat and remember the rhythms and patterns; demonstrate the ability to perform them in different formations i.e. circle/line/pair. <u>FOCUS ON:- SELECTING AND APPLYING SKILLS AND COMPOSITIONAL IDEAS</u> -Perform with appropriate dynamics to interpret the idea.	<u>FOCUS ON:- ACQUIRING AND DEVELOPING SKILLS</u> -Respond to a range of stimuli - understand that the ideas initiated by the stimulus can be translated into movement (symbolic); discuss those ideas initiated by the stimulus and suggest appropriate movement for exploration; display confidence in improving and exploring those initial ideas. - Perform the basic dance actions with greater control, fluency and co-ordination — demonstrate combinations of movement using whole body and body parts; display clarity within the movement with attention to clear body shape, extension, balance and footwork. <u>FOCUS ON:- SELECTING AND APPLYING SKILLS AND COMPOSITIONAL IDEAS</u> -Know how to begin to develop movement. - Demonstrate the ability to choose the movements which reflect the dance idea.	<u>FOCUS ON:- ACQUIRING AND DEVELOPING SKILLS</u> -Perform with expression show the ability to perform with a sense of phrasing, rhythmically and musically; display the appropriate dynamics to colour the movement phrases to ensure mood and feeling. -Copy and perform movements/rhythmic patterns — demonstrate the ability to perform simple dances which have a clear beginning, middle and end; show a range of different rhythmic/movement patters from different times, places and cultures; show ways of performing these patters in different group formations. - Understand the value of different formations social/historical/cultural context. <u>FOCUS ON:- SELECTING AND APPLYING SKILLS AND COMPOSITIONAL IDEAS</u> -Display how to link movements together in a	<u>FOCUS ON:- ACQUIRING AND DEVELOPING SKILLS</u> -Respond to a range of stimuli and accompaniment —demonstrate initial movement responses; demonstrate the ability to translate the ideas into movement; share their own ideas with partners/small groups and whole class. - Perform the basic dance actions with increased control, fluency, co-ordination and accuracy. -Demonstrate the ability to refine their movement in order to improve their performance by using opportunities to practise; demonstrate the use of focus and projection whilst performing; perform the skills in different combinations to increase the complexity of the action; remember and perform complete dances within a given structure. <u>FOCUS ON:- SELECTING AND APPLYING SKILLS AND COMPOSITIONAL IDEAS</u> -Know how to develop	<u>FOCUS ON:- ACQUIRING AND DEVELOPING SKILLS</u> -Perform with expression — understand and demonstrate the intention of the dance using space/dynamics and relationships appropriately (to achieve mood, feeling, idea, and character) demonstrate an awareness of the value of other dancers in their relationship to each other within the dance. -Perform set dances from different times, places and cultures - demonstrate the ability to perform straight steps and patterns accurately in relation to action/space/dynamics/relationships; maintain the tempo and rhythm of particular patterns; appreciate these patterns/dances with a social/historical/cultural context. <u>FOCUS ON:- SELECTING AND APPLYING SKILLS AND COMPOSITIONAL IDEAS</u> -Work collaboratively in

	control) and using different rhythms. -Express ideas, emotions and moods through their movements and this can include mime and gesture. -Show ideas and work with others. <u>Stimulus and focus on:</u> Poems, stories, action rhymes, natural material everyday objects, sounds and music, from a range of cultural contexts that encourage: -Explore moods and feelings e.g. happy, sad, and hungry. -Rhythmic responses focus on stepping and jumping. -Contrasting direction and shapes. -simple step patterns — such as step, step, step, turn -cultural context/dance traditions. -"free dance" - spontaneous movement. -Jump and land safely two feet to two feet. -Hold a shape on various parts of the body — keeping still. -Show an awareness of space and body shape. -Talk about their own and other's actions; describe their own and other's movements in simple terms.	idea — demonstrate the ability to take the time to try different movements. -Choose appropriate movements in order to create short phrases and simple structures — show the understanding of dance communicating ideas and unfolding characters and stories. <u>FOCUS ON:- EVALUATE AND IMPROVE</u> -Observe each other and themselves dancing in order to — identify, describe, recognise and recall movement in relation to actions, space, dynamics and relationships. <u>FOCUS ON:- FITNESS AND HEALTH</u> -Know that dance is active and that changes will occur in their bodies. - Understand and tell you how important it is to be active.	- Perform a whole dance which has a simple structure e.g. A/B or (A/B A/C). - Work in pairs using simple relationships and compositional skills — demonstrate the ability to follow the leader, work side by side, back to back etc; display the ability to use copying movements. - Working in unison and contrasting action/reaction. <u>FOCUS ON:- EVALUATE AND IMPROVE</u> -Know and understand that — dance plays an important part in other cultures e.g. Chinese New Year — Dragon Dance to celebrate or storytelling dances in India. - Dances have changed throughout history — before, after, a long time ago, past, present and future. <u>FOCUS ON:- FITNESS AND HEALTH</u> -Describe what happens to their breathing and their body temperature. -Understand and explain how important it is to get ready" for a dance lesson and to "calm down" after a dance lesson.	- Demonstrate how to develop a movement using repetition and variation using space, time and weight changes. <u>FOCUS ON:- EVALUATE AND IMPROVE</u> -Observe each other and themselves dancing in order to — understand how dance communicates moods, ideas and feelings. <u>FOCUS ON:- FITNESS AND HEALTH</u> -Recognise that dance is a good activity for health and well-being. - Explain that their dance lessons will help them to improve their health and support them feeling good about themselves.	logical sequence (transitional movement). - Show the ability to use simple compositional devices, unison, canon, repetition, variation; shape the movement into phrases/sections or a whole dance with a simple structure. <u>FOCUS ON:- EVALUATE AND IMPROVE</u> -Demonstrate a range of descriptive language when talking about dance in order to identify and describe. -Display the confidence to include personal responses. <u>FOCUS ON:- FITNESS AND HEALTH</u> -Understand that dance will help to mobilise their joints, increase their muscle flexibility and strength. - Know that dance will help to develop their stamina. -Demonstrate some "getting ready" and "ending" activities for a dance lesson.	motifs - demonstrate the ability to add different actions; change and vary the space; change and vary the use of dynamics; change and vary the use of relationships; display the ability to use a variety of rhythms; use a range of composition devices, motif development (as above) repetition, group organisation, contrasting/ complementary movement. <u>FOCUS ON:- EVALUATE AND IMPROVE</u> -Observe themselves, each other and professional artists in order to- comment upon the compositional work using the appropriate language; identify and suggest ways of improving the performance. - Identify the dance idea/intention/meaning; suggest their own personal view; view short pieces of professional work in order to comment upon the use of costume, set, props, music and actions of the dancers; value the contribution that dance makes to different cultures. <u>FOCUS ON:- FITNESS AND HEALTH</u> -Understand the effect that "getting ready" and "calming down" has upon their bodies.	small groups - show a variety of ways to organise small groups in space appropriate to the intention of the dance. - Create their work in the context of a whole dance. -Demonstrate the confidence to improvise freely in response to a stimulus; show how they have translated the ideas from a stimulus into movement and be able to talk about it; understand where their composition fits into the whole dance; discuss as a group/class dance structure. <u>FOCUS ON:- EVALUATE AND IMPROVE</u> -Observe themselves, each other and professional artists in order to- comment upon the compositional work using the appropriate language; identify and suggest ways of improving the performance. - Identify the dance idea/intention/meaning; suggest their own personal view; view short pieces of professional work in order to comment upon the use of costume, set, props, music and actions of the dancers; value the contribution that dance makes to different cultures. <u>FOCUS ON:- FITNESS AND HEALTH</u> -Describe and show how to improve dancing skills to increase mobility, flexibility, strength and stamina. -Demonstrate the ability to prepare for a dance lesson and to calm the body down at the end.
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Games

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KS1 Games - Using a ball Throwing and catching Partner work/Skipping KS2 Games - Invasion Games	<u>USING BEAN-BAGS</u> - Balancing bean-bags on different body parts. Walking whilst balancing bean-bags. - Walking in different directions whilst balancing bean-bags. - Jumping, hopping etc over bean-bags on the floor - Passing bean-bags round the different body parts. - Aiming type activities using (i) underarm throwing (ii) looking at the target (iii) taking turns. - Throwing and catching (i) throwing into spaces, over lines and at targets (ii) develop throwing and catching skills. <u>USING A BALL</u> - Rolling and receiving the ball individually and with a partner. - Passing the ball around different body parts. - Patting and bouncing the ball downwards. - Throwing and catching high and low. Steering activities with hands and with feet. - Aiming activities (i) individually at a target (ii) with a partner - Kicking and -dribbling the ball. <u>USING HOOPS AND QUOITS</u> - Hoops — using hoops in imaginative ways and different ways e.g. (i)	<u>USING A BALL</u> - Demonstrate co-ordination when passing a ball around different parts of the body. - Bounce and pat-bounce a ball with a degree of control. - Understand how to send, receive, kick and dribble a ball and practise to improve the skills. - Show a degree of control when sending and receiving a range of equipment. - Understand that they must "get in line with a ball to receive it". - Send a ball in various ways to play individual target games or target games with a partner. <u>THROWING AND CATCHING AND AIMING GAMES</u> - Know and show, both individually and in pairs, how to throw and catch using a variety of apparatus. - Send a ball, beanbag or quoit over-handed, using under arm throw, roll or "skim" and kick. - Aim consistently between, into, at or over a variety of targets using a range of small equipment. - Understand the concept of aiming games and how to make their games harder. - Play an aiming game co-operatively with a partner and "keep the score".	<u>THROWING AND CATCHING AND INVENTING INDIVIDUAL GAMES</u> - Throw, catch and bounce with two hands, or one hand, or different parts of the body, using a variety of apparatus. - Understand and use 'Beat Your Own Record' activities to put skills under pressure and improve performance. - Throw, catch and bounce when in a stationary position or roving about the playing area. - Understand and use a range of strategies for making games harder (e.g. high/ low, different directions, over the head, over-arm throwing, one hand, the other hand, etc. - Understand how to make up rules and score points. <u>DRIBBLING, KICKING AND HITTING</u> - Show continuous and controlled dribbling with hands, feet, bat or stick and know how to change speed and direction. - Understand and demonstrate striking, passing and receiving with a partner using a range of apparatus. - Identify and use simple attacking and defending strategies e.g. vary the height and speed of a pass. - Play co-operative and competitive striking, net,	<u>BALL SKILLS - PASSING AND RECEIVING</u> - Accurately pass and receive a range of balls in different ways with hands (e.g. chest pass, bounce pass, shoulder pass). - Demonstrate control when dribbling, passing and receiving with feet. - signal for the ball and pass and receive in sequential order (1 -2- 3-4-1 etc.) - Pass and receive on the move and signal for the ball to retain possession and show progression down the pitch. - Explain why their team succeeded in these activities. - Play with confidence in various small game formations (e.g. 2v1 ,3v1 ,3v2,2v2,3v3 etc.) <u>CREATIVE GAMES MAKING</u> - Demonstrate previously learned skills in independently constructed group games. - Work co-operatively and creatively in a group of specified numbers to achieve a given objective using a limited choice of equipment. - Plan and adjust rules and strategies to make the game fairer, safer and more challenging. - Describe the format and intention of the game and explain why particular	<u>INVASION GAMES</u> - Play confidently in small sided invasion games using various formations (E.G. 3 V 1, 3 V 2, 3 V 3, 4 V 4) - Use a range of techniques to pass and travel with the ball (e.g. travel by carrying, bouncing, dribbling etc. - Use a range of tactics to keep possession of the ball and get into position to shoot or score. - Understand how to dodge, mark, signal for the ball and intercept. - Play within the rules. - Recognise aspects that need improving. <u>PROBLEM SOLVING AND INVENTING GAMES</u> - Negotiate, plan and make collective decisions on the nature, shape and construction of the game. - Select and use skills and tactics appropriate for the type of game. - Understand and transfer principles of play from known games to use in their own game. - Make up rules and be prepared to modify them to make the game more challenging. - Adapt rules in agreement with others. - Work co-operatively in groups of varying sizes (e.g. 6 and 8) to organise and keep their games going.	<u>INVASION GAMES (BALL HANDLING, KICKING AND IMPLEMENT)</u> - Choose and use skills which meet the specific needs of the ball - handling and kicking and implement invasion games, e.g. passing by throwing, bouncing and striking, receiving, carrying, dribbling and shooting. - Understand and show how a team can retain possession and find ways of progressing towards an opponent's goal. know how to mark an opponent effectively and defend a goal. - Demonstrate a range of skills using one hand or two hands, feet or implement for passing and receiving. carry, bounce and dribble the ball in a controlled manner whilst moving. - Find and use space to help their team and use a variety of tactics to keep the ball e.g. changing speed and direction. Work as a team in various small sided ball handling, kicking and implement invasion games and be able to transfer common principles of play and basic attacking strategies across the games.	<u>INVASION GAMES (BALL HANDLING, KICKING AND IMPLEMENT)</u> - Understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement or playing in ball handling invasion games and adapt them to meet the needs of the situation. - Play in a range of small sided games and make effective choices about when, how and where to pass so they retain possession and progress towards an opponent's goal. - Know and understand the positions they play and identify and show specific attacking and defending skills e.g. marking a player or a space, intercepting, dodging, moving into space and shooting. - Understand how to organise their team into different formations to concentrate more on attack or on defence e.g. "overload" the attack or give it numerical advantage; recognise how to transfer these principles to other invasion games. - Recognise and describe the best parts in an individual or team

	Stepping in and out, jumping over, moving around the outside edge. (ii) "Hula-hoop" around different body parts. (iii) Rolling hoops along the ground: (iv) Aiming games. -Quoits — using quoits in imaginative and different ways e.g. (i) Balancing, twirling, rolling, spinning. (ii) Throwing and catching. (iii) Passing the quoit around different parts of the body. (iv) Aiming games. (c) Moving at different speeds. (d) Co-operating with a partner or with the whole class to play games.	<u>GAMES AND SKIPPING</u> -Play safely with a partner in running games and when using equipment. -Throw and catch individually and in pairs using a variety of apparatus including hoops. - Kick and dribble a ball with control and roll and retrieve a hoop. -Practise and develop their sending and receiving skills in co-operative games with a partner. -Demonstrate how to change the game to make it harder.	aiming and invasion type games with a partner using appropriate skills. - Know how to score and understand how to improve. <u>MAKING UP GAMES WITH A PARTNER AIMING, HITTING AND KICKING.</u> -Send and receive with consistency, co-ordination and control using a variety of apparatus. - Demonstrate accuracy when using hands/feet in different ways to pass/aim. -Understand and use simple tactics e.g. passing at different angles to outwit an opponent. -Observe and copy a partner's game and improve - Choose and use appropriate apparatus for the games they create. -Make up rules and know how to make the game harder. <u>GROUP GAMES AND INVENTING RULES</u> -Demonstrate consistency and accuracy in bouncing, Hitting, throwing, catching and striking skills. -Select appropriate apparatus when playing the games and demonstrate quicker passing and receiving skills. -Play with confidence in varying group formations e.g. 1 v 1, 2 v 2, 3 v 3. - Invent rules and explain how they improve the game. -Understand and use simple tactics to work as a team e.g. when defending there must always be one person between the goal and the person with the ball.	rules have been made. - Watch other games and recognise where they could be improved. - Know how to use space in games.			performance; identify aspects that need improvement and suggest how to improve them.
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Striking and Fielding

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KS2 Striking and fielding				<u>FOCUS ON:- STRIKING AND FIELDING</u> -Strike a ball with confidence and control and direct it accurately into a simple target area. -Receive the ball from one direction and throw or strike it away in another direction. -Understand and identify good striking and fielding techniques. -Make judgements about how best to intercept a ball travelling towards, to one side, or beyond the fielder. -Combine the skills to play effectively in a small sided Striking/fielding game and use simple attacking and defending tactics e.g. work as a team to field the ball. -Understand and demonstrate the roles of a bowler, striker, fielder, backstop/wicket keeper. <u>FOCUS ON:- CREATING A DIFFERENT STRIKING I FIELDING GAME</u> -Adapt the rules, equipment or skills of the game they are playing so it suits them better. - Make up a new striking/fielding game of their own, complete with its own scoring system. -Organise themselves and play their own game well. -Teach their game to others.	<u>FOCUS ON:- STRIKING AND FIELDING GAMES</u> -Know and use different ways of sending into and fielding from different directions (e.g. fielding a ball coming directly towards or to one side of the fielder). -Throw accurately and be a reliable "bowler" or "feeder" of the ball (e.g. with one bounce, with no bounce). -Strike a ball along the ground or through the air in different directions with control. -Understand how to direct or place a ball into spaces in order to "score" and how best to intercept and field the ball to return it. -Combine the skills to play small-sided striking fielding games to show an understanding of simple attacking and defending strategies. <u>FOCUS ON:- CREATING A DIFFERENT STRIKING I FIELDING GAME</u> -Adapt the rules, equipment or skills of the game they are playing so it suits them better. -Make up a new striking/fielding game of their own, complete with its own scoring system. -Organise themselves and play their own game well. -Teach their game to others.	<u>FOCUS ON:- STRIKING AND FIELDING GAMES</u> -Use a rounder's bat or a cricket shaped bat with confidence. -Strike and throw the ball with reasonable accuracy and consistency. - Bowl underarm so the ball arrives appropriately for the batter to hit it. (Bowling with a bounce and without a bounce.) - Understand when and how to move when fielding a ball e.g. move across the path of the ball to intercept it or move towards a ball travelling slowly and directly towards the fielder. - Play confidently in a range of small-sided striking/fielding games using different types of bats, balls and rules and experience all roles.	<u>FOCUS ON:- STRIKING AND FIELDING GAMES</u> -Know, understand and show the correct striking stance and direct the ball away from fielders using different angles and speeds. -Bowl in competitive situations and understand strategies that can be deployed between bowler/wicket-keeper/backstop/ bases. - Field the ball and return it with an over-arm throw and know when to run after hitting a ball. -Play confidently and effectively in a range of small-sided striking and fielding games and work as a team e.g. fielders develop strategies to outwit the batters. -Recognise and identify what needs to be improved in their performance and can suggest ways of doing it

Net and Wall

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Net and Wall	<u>FOCUS ON USING ROPES, BATS AND BALLS</u> -Using skipping ropes to make different shapes on the ground. (i) Travelling around them in different ways (ii) Travelling over them in different ways. - Pushing the ball along the ground with hand or bat (i) forwards (ii) in different directions. - Passing the ball around the body. -Balancing the ball on the bat (i) when standing still (ii) when walking. -Bouncing the ball downwards and upwards with the bat. Hitting the ball along the ground with the bat. - Hitting the ball along the ground to a partner. - Moving to get in line with the ball when receiving it. Throwing and catching a small ball and bouncing it downwards. -Aiming games in two's using bats and a ball.	<u>FOCUS ON:- BAT AND BALL SKILLS, DEVELOPING PARTNER WORK</u> -Steer a ball along the ground with a bat in a controlled way using different directions and weaving through slaloms. -Balance a ball on a bat when standing still or walking. -Hit a ball with a bat, upwards and downwards with some control. -Send a ball along the ground and through the air for a partner to catch or receive. -Use steering, hitting along the ground and hitting through air to play individual and co-operative target games.	<u>FOCUS ON BAT AND BALL SKILLS, DEVELOPING PARTNER WORK</u> -Steer a ball with confidence in different directions along the ground showing special awareness. -Balance a ball on a bat and walk around slalom of cones. -Hit a ball multiple times upwards and downwards with some degree of control. -Strike a ball from self fed or partner fed towards a target/area. -Can send a ball towards a partner who can control and send back again. -Can work independently or with a partner in target and wall games.	<u>FOCUS ON:- NET / WALL GAMES</u> -Strike a ball with reasonable control and accuracy at a target or over a net. -Select and use appropriate basic shots in different situations. -Understand simple principles and tactics and use them effectively in a game activity e.g. a long shot followed by a short one makes the return shot difficult for an opponent. -Play confidently and competitively in small sided games (2 v 2 and 3 v 3) and apply net/wall principles to other activities e.g. volley ball. -Know and use the rules and keep games going without dispute. <u>FOCUS ON:- CREATING A DIFFERENT NET / WALL GAME</u> -Adapt the rules, equipment or skills of the game they are playing so it suits them better. - Make up a new net / wall game of their own, complete with its own scoring system. -Organise themselves and play their own game well. -Teach their game to others. -Describe the intentions and format of the created game.	<u>FOCUS ON:- NET / WALL GAMES</u> -Use a bat to strike a ball with a degree of accuracy and control. -Throw or strike a ball over a range of high, low and ground level barriers to show variations in levels, speeds and directions. -Aim a ball over a barrier to land in spaces on the other side. -Understand, plan and combine skills to play 1 v 1 net game co-operatively with a partner and then trying to make it difficult to return the shots. -Understand and play a game over a low or high barrier throwing into spaces to score (1 v 1 or 3 v 3). <u>FOCUS ON:- CREATING A DIFFERENT NET / WALL GAME</u> -Adapt the rules, equipment or skills of the game they are playing so it suits them better. - Make up a new net / wall game of their own, complete with its own scoring system. -Organise themselves and play their own game well. -Teach their game to others. -Describe the intentions and format of the created game.	<u>FOCUS ON:- NET / WALL GAMES</u> -Play shots on both sides of the body and from above the head with reasonable control. -Understand how to position their bodies to receive a ball coming from different heights and angles. -Recognise where there are spaces on an opponent's court and try to hit into them. -Recognise which things they need to practise more. -Understand and apply net/wall principles to a range of small sided games. (1 v 1, 2 v 2, 3 v 3)	<u>FOCUS ON:- NET / WALL GAMES</u> -Play a variety of shots with intent when striking the ball after one bounce or on the volley. -Direct a ball into an opponent's court at different speeds, heights and angles and explain why they are doing it. -Evaluate the effectiveness of a shot and suggest ways of improving it. -Work co-operatively as a team in two's or small groups to create rules and play to them. -Play a range of small-sided net/wall games and apply basic common principles for attack and defence across the activities.

Athletics

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	<u>FOCUS ON: ACQUIRING AND DEVELOPING SKILLS</u> -Travelling in different ways to involve whole body and mobilise joints when warming-up. -Engaging in pulse-raising running and avoiding games to develop spatial awareness and control when moving. -Developing specific basic skills of: 1.Changing speed. 2.Control in picking up/putting down equipment. 1.Underarm throwing 2.Simple take-offs and landings (one foot to one foot; one foot to the other foot; two feet to two feet) 3.Travelling on different pathways. 4.Push throw. -Working co-operatively with a partner and problem-solving. -Exploring how different pieces of equipment are suitable for different situations and tasks. -Working to rules of a game or challenge.	<u>FOCUS ON: ACQUIRING AND DEVELOPING SKILLS</u> -Travelling in different ways for whole body involvement and efficient mobilisation of joints. - Engaging in pulse-raising running and avoiding games to further develop spatial awareness and control when moving. -Further developing specific basic skills of: • Running style • Jumping techniques and combination of jumps together with a partner •Pull throw - over arm throwing • Pivot turn - changing direction • Running in curving pathways • Underarm throwing • Push throws. -Working co-operatively with a partner and problem-solving. -Exploring how different body positions and different types of equipment affect the success /effectiveness of an activity. -Working to the rules of a game or challenge.	<u>FOCUS ON: ACQUIRING AND DEVELOPING SKILLS</u> -Introduction to mobility exercises and their importance for efficient movement. -Engaging in a variety of pulse-raising, running and avoiding games to further develop co-ordination and control of their bodies in space. -Developing basic techniques of:- 1. Push throw with two hands and push bounce. 2. Technique in short distance running, sprinting technique - isolating different elements. 3. Underarm throwing (fling throw) for distance and accuracy and throwing for distance. 4. Paced running and even pacing between obstacles. 5. Jumping with different take-offs and landings and jumping for distance using different patterns and take-offs and landings. -Working co-operatively with a partner, counting, timing, problem-solving and simple peer assessment. -Exploring and experiencing the use of a range of equipment, different body positions, different	<u>FOCUS ON:- THROWING</u> -Demonstrate safety for self and others' and the basic principles of throwing. - Understand and show how changes in throwing actions can be affected by varying the amount of effort and speed. -Identify and show how changes in throwing actions can be affected by varying the level, direction and distance. - demonstrate various throwing actions e.g. pushing, pulling and slinging. <u>FOCUS ON:- JUMPING</u> -Understand and demonstrate safe landings and the basic principles of jumping. -Show the five basic jumps stationary and on the move in control. -Demonstrate combination jumps performed in a rhythmical way. -Know the action needed when jumping for height. <u>FOCUS ON:- RUNNING</u> -Understand and show safety for self and others' and the basic principles of running, as an individual, in a team, in relays and over obstacles. -Demonstrate walking/jogging/running in various directions and speeds in a controlled manner.	<u>FOCUS ON:- THROWING</u> -Understand that the co-ordinated use of the arms, trunk and legs will affect the speed and distance of the throw. -Discover that the force applied to a throwing implement will effect its speed. -Recognise and describe how well a throw has been performed using appropriate language. -Observe a partner's work and explain how it might be improved. <u>FOCUS ON:- JUMPING</u> -demonstrate which foot must be placed forward at the start of a four pace run up in order to jump from their strongest (best) foot. -Describe which three basic jumps are used in athletics. -Recognise and describe how well a jump has been performed using appropriate language. -Observe a partner's work and explain how it might be improved. <u>FOCUS ON:- RUNNING</u> -Discover a suitable running rhythm over obstacles. -Know that the back foot at the start of a race will be the lead leg over an obstacle in the race. -Show a suitable method of shuttle relay changeovers	<u>FOCUS ON:- THROWING</u> -Identify the basic throwing actions of the "pull", "push", "fling" and 'heave". - Demonstrate the core principles of throwing. - Model the correct throwing stance and the transference of weight from back foot to front foot. -Understand that the co-ordinated use of the arms, trunk and legs will affect the speed and distance of the throw. <u>FOCUS ON:- JUMPING</u> -Demonstrate the principles of jumping for height and length. - Recognise that to jump long, height is required. -Show that "good" jumps need to have head up, torso erect, an even rhythm and flat footed landings. - Use a run-up with control and consistency to increase the jumping distance. <u>FOCUS ON:- RUNNING</u> -Run at a steady pace when running at different speeds. -Demonstrate some ability to judge pace and be able to plan a run. -Discover the different effects produced by standing starts/falling starts/reaction starts. -Understand and describe what is required to make a fast start.	<u>FOCUS ON:- THROWING</u> -Display a strong release position and strong braced side. -Demonstrate the sequence of events in a throw (legs first, arms last, low to high, slow to fast, strong to weak). -Identify which athletic throwing events use "push", "pull", or "heave" techniques and know how the different equipment suites different styles. - demonstrate observation, analysis and evaluation skills and use correct technical language. -Accept advice and use it in a reflective way to improve the quality of their work. <u>FOCUS ON:- JUMPING</u> -Understand that a long last stride will help increase distance or height. - Explain the need to start consistently from their own special starting position and to mark out a run-up. -Demonstrate observation, analysis and evaluative skills and use correct technical language. -Accept advice and use it in a reflective way to improve the quality of their work. <u>FOCUS ON:- RUNNING</u> -Understand and demonstrate an effective relay takeover technique. - Observe, analyse and evaluate another person or team when running and use

			types of take-off and landing and understanding how they can affect the success of an activity. -Working together to follow the rules of a game, relay or event	-Show how changes in height, arm, leg, head and foot movement can affect the walking/jogging/running response. -Find their leading leg when running over obstacles. <u>FOCUS ON:- KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH</u> -Understand that athletic activity is a good activity for health and well-being and know how to practise safely. -Acknowledge that regular exercise improves health makes you feel good and helps towards maintaining a healthy body weight. -Know that exercise strengthens bones and muscles (including the heart) and helps keep joints flexible. -Appreciate that exercise can help you feel good about yourself and about being with others' and that it involves sharing and co-operation.	for both the incoming and outgoing runners. - Recognise and describe how well a partner is performing a running action and offer suggestions for improvement if necessary. <u>FOCUS ON:- KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH</u> -Know and understand that any skill should be learned and practised in a progressive way. -Realise that athletics is about beating your "personal best". -Consider the safety of themselves and others' when practising and performing.	<u>FOCUS ON:- KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH</u> -Be aware that large working muscles need a supply of oxygen to keep going and this is provided by breathing faster and increased heart rate. - Observe that temperature increases as working muscles produce energy as heat and the skin becomes moist and sticky in order to cool the body down and avoid overheating. -Observe that we become flushed during or after exercise because blood vessels become wider and closer to the surface of the skin.	correct technical language. -Accept advice and use it in a reflective way to improve the quality of their work. <u>FOCUS ON:- KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH</u> -Explain why we warm up and cool down for exercise. -Be aware of the safety of themselves and others at all times. -Demonstrate a responsibility for their own welfare in very hot weather by wearing sun block, hat and drinking plenty of water. -Appreciate the need to wear appropriate clothing and footwear for athletic activities.
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Outdoor Adventurous Activities

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
OAA KS2				<u>FOCUS ON:- LEARNING OBJECTIVES</u> -To develop recognition of map symbols. - To promote understanding of compass directions. - To establish the skill of setting the map. To encourage respect for the environment. <u>FOCUS ON:-</u> -Relate map symbols to terrain features. (e.g. in the playground or school fields with 8 — 12 controls. Use photo trails or "grid" maps - set out a simple course for others' to follow. -Follow four (or eight) compass directions and arrive at the correct destination. -Show how to set a simple map of a small area (e.g. a netball court) and establish direction of travel.	<u>FOCUS ON:- LEARNING OBJECTIVES</u> -To promote sustained, energetic running activity. -To develop co-operation and trust. - To develop communication skills. -To encourage children to plan, solve problems efficiently and review their work. <u>FOCUS ON:-</u> -Co-operate willingly with others' in problem-solving activities (e.g. blindfold — trust activities — leading a partner safely in a variety of ways or adventure games, e.g. cross a swamp using stepping stones). - Develop an awareness of the importance of planning and reviewing an activity. -Follow simple trails along and with others' in a familiar environment. Transfer the trail to changing or more unfamiliar environments.	<u>FOCUS ON:- LEARNING OBJECTIVES</u> -To consolidate the skills of setting the map and establishing the direction of travel. - To develop and refine skills in route finding. - To develop the use of a compass for navigation alongside the map. <u>FOCUS ON:-</u> -Improve their accuracy and consistency in setting a map of a familiar area and the ability to establish direction of travel (e.g. using the school grounds). - Follow a short route accurately (e.g. complete an orienteering course using a map in the school grounds; use photograph clues, work in pairs or groups, work in relay. Set up own course.) -Navigate using compass directions. - Increase confidence in map reading in an unfamiliar environment (e.g. a local park).	<u>FOCUS ON:- LEARNING OBJECTIVES</u> -To promote confidence in an unfamiliar environment. -To encourage care for the environment and being mindful of others'. -To introduce competitive orienteering in a familiar environment and develop towards a less familiar environment. <u>FOCUS ON:-</u> -Co-operate with others' in a problem-solving activity (e.g. work with others' in the class to develop trust and co-operation — a blindfolded group following a "night-line", a line or rope over or through a safe course). - Improve the ability to plan and review an activity and improve performance by changing or adapting approaches as necessary. -Work confidently alone and with others' in challenging situations. -Develop an awareness of prevailing weather conditions and the importance of appropriate clothing and food for a day in the outdoors.

Swimming and Water Safety

Skills	By Year 6	
Swimming and water safety	DEVELOPING AND COMPETENT SWIMMERS By the age of 11 years (end of year 6) most children will be able to:- Swim confidently and fluently on the surface and under water. - Swim on their front and back using smoothly co-ordination arm and leg actions. - Move comfortably with controlled breathing both on the surface and under water. - Swim in a controlled and fluent manner when using back crawl, front crawl and breast stroke. - Know and use personal survival techniques (e.g. floating, sculling and surface diving). - Swim for a longer time than 45 seconds and a further distance than 25 metres. Link skills, techniques and ideas and work well in groups to solve specific problems and challenges, sharing out the work fairly. - Answer any tasks by using varied and appropriate strokes and personal survival skills. - Plan how to meet challenges which have been set both on their own and in groups. - Recognise their own ability and the demands 'of different challenges and choose safe and efficient ways to complete challenges successfully.	Suggest activities and practices to help improve their own performance. - Use a range of appropriate language to give concise explanations of what they do well and to describe what they see. - Identify areas or skills in their own work that need improvement and suggest ways to practise. - Recognise that concentration and good control of arms, legs and breathing is necessary for smooth swimming. Recognise and describe how swimming affects their body and pace their efforts to meet different challenges. - Understand and describe how swimming encourages fit and healthy bodies. - Understand and explain why swimming long and short distances and at different speeds makes their bodies react differently. - Describe how swimming affects their heart rate and breathing recognise the importance of breath control. - Explain and apply safety rules in the water.

Competitive sports and activities

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Competitive sports and activities	Children are given the opportunity to compete in a schools sports day.	KS1 children have opportunities to compete in the school games in numerous sports and activities each term.	KS1 children are given opportunities to compete in virtual competitions against other schools in the area, which enables children who are less confident in ability to express themselves in a less demanding environment.	KS2 children are involved in a whole school sports day which encourages all children to take part and learn and compete in a fun environment.	KS2 children are given the opportunity to compete in the school games sports calendar to represent the school in multiple sports against local school children and then progress into district level competitions if successful.	KS2 children are given opportunities to compete in the virtual competition that is contested in the local area between other school children and allows pupils to compete within their school grounds and under a less demanding environment which in turn will enable more children the opportunities to represent the school.	KS2 children are given opportunities to compete in friendly sports activities for the school team for example in Football, Netball. KS2 children take part in a school sports day which involves all children competing and having fun learning new skills.

Leading Healthy Active Lives

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical health and fitness	-Children know the importance for good health of physical exercise and a healthy diet and are able to talk about ways to keep healthy and safe. -They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	-Begin to describe the effect exercise has on their body. -Begin to explain the importance of exercise and a healthy lifestyle. -Understand and tell you how important it is to be active.	-Describe the effect exercise has on their body. -Explain the importance of exercise and a healthy lifestyle. - Describe what happens to their breathing and their body temperature.	-Continue to describe the effects exercise has on their body. -To widen their understanding of the importance of exercise and a healthy lifestyle. -Understand the need to warm up and cool down.	-Know that exercise strengthens bones and muscles (including the heart) and helps keep joints flexible. -Know that exercise can help you feel good about yourself and about being with others and involves sharing and co-operation. -Can describe the way the body reacts in different games.	-Perform a range of warm up activities with understanding and safety. -Explain how warming up effectively can effect performance. -Understand how an exercise helps develops speed, strength and stamina. -Know what clothing, footwear and equipment is most appropriate for different activities.	-Explain how warm ups affect the body. -Know the importance of being fit and what types of fitness are most important for exercise e.g. strength, stamina and speed. -Devise an effective warm up that warms the muscles and mobilises joints. -Recognise that a cool down is important. -Understand how to improve their own health and fitness.

Extra-Curricular clubs

Extra-Curricular activities	KS1	KS2
Clubs after school	Children in KS1 have the opportunity to attend extracurricular clubs in various activities to develop skills such as Football, Multiskills, Bat and ball skills, Gymnastics, Athletics, and Dance.	Children in KS2 have the opportunity to learn and compete in extracurricular clubs to improve skills in Football, Basketball, Netball, Tennis, Dance, Gymnastics, Cricket, Rounder's, Tri-Golf, Athletics, Dodge ball and many more throughout the year.