

Physical Education Progression Overview - Richard Coates CE Primary School

EYFS		Key Stage 1		Key Stage 2		
<u>Physical Development</u> - Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping climbing - Progress towards a more fluent style of moving, with developing control and grace. - Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. - Develop overall body strength, balance, coordination and agility. <u>ELG: Gross Motor Skills - Children at the expected level of development will:</u> - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		<u>National Curriculum</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. <u>Pupils should be taught to:</u> - Master basic movements including running, jumping, throwing and catching - Develop balance, agility and coordination, and begin to apply these in a range of activities - Participate in team games, developing simple tactics for attacking and defending - Perform dances using simple movement patterns.		<u>National Curriculum.</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. <u>Pupils should be taught to:</u> - Use running, jumping, throwing and catching in isolation and in combination - Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - Perform dances using a range of movement patterns - Take part in outdoor and adventurous activity challenges both individually and within a team - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
<u>REAL PE Areas of Study</u>	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
<u>Personal</u>	I can follow instructions, practise safely and work on simple tasks by myself.	I try several times if at first I don't succeed and I ask for help when appropriate.	I know where I am with my learning and I have begun to challenge myself.	I cope well and react positively when things become difficult. I can persevere with a task and	I cope well and react positively when things become difficult. I can persevere with a task and	I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and

	I enjoy working on simple tasks with help.	I can follow instructions, practise safely and work on simple tasks by myself. I enjoy working on simple tasks with help	I try several times if at first I don't succeed and I ask for help when appropriate. I can follow instructions, practise safely and work on simple tasks by myself	I can improve my performance through regular practice. I know where I am with my learning and I have begun to challenge myself. I try several times if at first I don't succeed and I ask for help when appropriate.	I can improve my performance through regular practice. I know where I am with my learning and I have begun to challenge myself. I try several times if at first I don't succeed and I ask for help when appropriate	react to different game situations as they develop. I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents. I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.
Fundamental Movement Skill Focus	<u>Coordination: Footwork (FUNS 10)</u> March on the spot, lifting knees high. Stand on the spot, driving arms forwards and backwards, keeping body still and straight. March on the spot and drive arms at the same time (opposite arm and leg). Run on the spot, lifting knees up. Run on the spot, touching heels to the bottom. Stand on the spot, touch left toe forward and then right toe. Repeat but this time touch to the side. Bounce on 1 leg on the spot and then the other leg. Stand on the spot facing north and spin (pivot) on 1 foot to face east, south and west (or 12, 3, 6 and 9 o'clock). Spin on either foot, forwards and backwards. Explore moving forwards, backwards and sideways in different ways.	<u>Coordination: Footwork (FUNS 10)</u> Side-step in both directions Gallop, leading with either foot Hop on either foot Skip <u>Static Balance: One Leg (FUNS 1)</u> Stand still for 10 seconds (both legs)	<u>Coordination: Footwork (FUNS 10)</u> Combine side-steps with 180° front pivots off either foot. Combine side-steps with 180° reverse pivots off either foot Skip with knee and opposite elbow at 90° angle. Hopscotch forwards and backwards, hopping on the same leg (right and left) <u>Static Balance: One Leg (FUNS 1)</u> Stand still for 30 seconds on both legs Complete 5 mini-squats	<u>Coordination: Footwork (FUNS 10)</u> Hopscotch forwards and backwards, alternating hopping leg each time. Move in a 3-step zigzag pattern forwards. Move in a 3-step zigzag pattern backwards. <u>Static Balance: One Leg (FUNS 1)</u> On both legs: Stand still for 30 seconds with eyes closed. Complete 5 squats. 3. Complete 5 ankle extensions.	<u>Coordination: Footwork (FUNS 10)</u> Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg. Move in a 3-step zigzag pattern, with knee raise across the body just before changing lead leg and direction. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction <u>Static Balance: One Leg (FUNS 1)</u> On both legs: 1. Stand still on an uneven surface for 30 seconds. Stand still on an uneven surface for 30 seconds with eyes closed. Complete 10 squats into ankle extensions. Complete 5 squats with eyes closed.	<u>Coordination: Ball Skills (FUNS 9)</u> In 20 seconds or less: Stand with legs apart and complete 20 front to back catches with a bounce in between. Perform above 30 times without the ball bouncing in between. Complete the above tasks with head up throughout. Complete 11 overhead throws and catches. <u>Agility: Reaction/Response (FUNS 12)</u> From 1, 2 and 3 metres: React to call from partner when they drop a ball, turn and catch it after 1 bounce. Perform above challenge but react to sound of the bounce rather than call.

	<u>Static Balance: One Leg (FUNS 1)</u> Holding on to a wall or partner, ask the children to try the following: Stand on both legs and change height, for example bend knees, balance on tiptoes. On both legs and then on 1 leg, lean forwards and backwards and from side to side to see when they start to lose balance. Stand on 1 leg and count to 5, then change to the other leg. Stand on 1 leg and change height, maybe in time to a song or beat. Stand on 1 leg and change shape, for example use their body to form different letters. Try all of the above with eyes closed.					
<u>Social</u>	I can work sensibly with others, taking turns and sharing. I can play with others and take turns and share with help.	I can help praise and encourage others in their learning. I can work sensibly with others, taking turns and sharing. I can play with others and take turns and share with help.	I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. I can help praise and encourage others in their learning. I can work sensibly with others, taking turns and sharing.	I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. I can help praise and encourage others in their learning.	I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. I can help praise and encourage others in their learning.	I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others. I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.
<u>Fundamental Movement Skill Focus</u>	<u>Dynamic Balance to Agility: Jumping and Landing (FUNS 6)</u> Swing your arms and bend your knees on the spot. Hold onto something and jump. Jump up, first bending your	<u>Dynamic Balance to Agility: Jumping and Landing (FUNS 6)</u> Jump from 2 feet to 2 feet forwards, backwards and side to-side.	<u>Dynamic Balance to Agility: Jumping and Landing (FUNS 6)</u> Jump from 2 feet to 2 feet with a quarter turn in both	<u>Dynamic Balance to Agility: Jumping and Landing (FUNS 6)</u> Jump from 2 feet to 2 feet with 180° turn in either direction.	<u>Dynamic Balance to Agility: Jumping and Landing (FUNS 6)</u> Jump 2 feet to 2 feet forwards, backwards and side-to-side. Hop forward and backwards,	<u>Static Balance: Seated (FUNS 2)</u> Reach and pick up cones from in front, to the side and from behind. Reach and pick up cones from in front, to the side and from behind

	knees to take off and then bending your knees to land. Jump up and down on the spot in time with a beat. Jump forwards and then backwards. Jump from side to side. Jump up and land first using 1 foot and then 2 feet. Jump in time with a partner. Jump off a low platform. Put lots of little 'aliens', for example bean bags, in a row and jump over them without getting your toes tickled. <u>Static Balance: Seated (FUNS 2)</u> Shuffle around. Squeeze your tummy tight and count to 10. Lift your bottom off the floor and count to 10. Count how many hands and feet you can lift up at the same time. Explore making different shapes, e.g. tucked in, very narrow, spread out, as long as possible. Experiment picking up and balancing different coloured cones on different parts of your body. Play Follow my Leader with a partner and copy the hand or foot that they pick up, the shape they make or mirror how they move cones to different parts of their body. Experiment picking up and passing different equipment to a partner, e.g. using your feet.	<u>Static Balance: Seated (FUNS 2)</u> Balance with both hands/ feet down. Balance with 1 hand/ 2 feet down. Balance with 2 hands/ 1 foot down. Balance with 1 hand/ 1 foot down. Balance with 1 hand or 1 foot down. Balance with no hands or feet down.	directions. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot). <u>Static Balance: Seated (FUNS 2)</u> Pick up a cone from one side, swap hands and place it on the other side. Return the cone to the opposite side.	Complete a tucked jump. Complete a tucked jump with 180° turn in either direction. <u>Static Balance: Seated (FUNS 2)</u> Pick up a cone from one side and place it on the other side with the same hand. Return it to the opposite side using the other hand. Sit in a dish shape and hold it for 5 seconds	freezing on landing. Jump 1 foot to other forwards and backwards, freezing on landing. Hop sideways, raising knee and freezing on landing. Jump 1 foot to other sideways, raising knee and freezing on landing. <u>Static Balance: Seated (FUNS 2)</u> Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). Hold a V-shape with straight arms and legs for 10 seconds.	with eyes closed. Reach and pick up cones from in front, to the side and from behind while a partner applies a force. Reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force. <u>Static Balance: Floor Work (FUNS 3)</u> Hold front support position with only 1 foot in contact with floor and transfer cone on and off back. Rotate fluently from front support to back support, and then continue rotating with fluency.
Cognitive	I can understand and follow simple rules and can name some things I am good at.	I can begin to order instructions, movements and skills.	I can understand the simple tactics of attacking and defending.	I can understand ways (criteria) to judge performance and I can identify specific	I can understand ways (criteria) to judge performance and I can identify specific parts to	I can involve others and motivate those around me to perform better. I can give and receive sensitive

	I can follow simple instructions.	With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well. I can understand and follow simple rules and can name some things I am good at. I can follow simple instructions	I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well. I can understand and follow simple rules and can name some things I am good at.	parts to continue to work upon. I can use my awareness of space and others to make good decisions. I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well.	continue to work upon. I can use my awareness of space and others to make good decisions. I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well.	feedback to improve myself and others. I can negotiate and collaborate appropriately. I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.
Fundamental Movement Skill Focus	<u>Dynamic Balance: On a Line (FUNS 5)</u> Touch their hand to opposite knee while sitting down – slowly, quickly, eyes closed. Do the same standing up and then on the move. Crawl around tooting like a train, moving opposite arm and leg. Follow another train on all fours (train and carriage). Stand on the spot and drive arms forwards and backwards, keeping their body still and straight. March on the spot, lifting knees high. March on the spot and drive arms at the same time (opposite arm and leg). Walk forwards and backwards on a line, staying on the line as long as possible. Walk forwards and backwards	<u>Dynamic Balance: On a Line (FUNS 5)</u> Walk forwards with fluidity and minimum wobble. Walk backwards with fluidity and minimum wobble. <u>Static Balance: Stance (FUNS 4)</u> Stand on a line with a good stance for 10 seconds.	<u>Dynamic Balance: On a Line (FUNS 5)</u> Walk fluidly, lifting knees to 90°. Walk fluidly, lifting heels to the bottom. <u>Static Balance: Stance (FUNS 4)</u> Stand on a low beam with a good stance for 10 seconds.	<u>Dynamic Balance: On a Line (FUNS 5)</u> Jump from 2 feet to 2 feet with 180° turn in either direction. Complete a tucked jump. Complete a tucked jump with 180° turn in either direction <u>Coordination: Ball Skills (FUNS 9)</u> In 20 seconds or less: Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). Move the ball round waist 17 times. Stand with legs apart and move a ball around alternate legs 16 times.	<u>Dynamic Balance: On a Line (FUNS 5)</u> Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). Lunge walk forwards, bringing opposite elbow up to a 90° angle. Complete all red challenges with eyes closed. <u>Coordination: Ball Skills (FUNS 9)</u> In 20 seconds or less: Stand with legs apart and move ball in figure of 8 around both legs 12 times. Move ball around waist into figure of 8 around both legs 10 times. Move ball around waist and then around alternate legs 12 times. Stand with legs apart	<u>Dynamic Balance: On a Line (FUNS 5)</u> Sidestep in both directions. Stand sideways and complete continuous 180° front pivots. Then with 180° reverse pivots Move sideways, stepping across body (lateral step-over). Perform 'grapevines' (step-over, sidestep, step-behind, repeat). Complete blue challenges then above challenges with eyes closed. <u>Counter Balance: With a Partner (FUNS 7)</u> Complete all blue challenges with eyes closed. Step onto bench facing partner, hold with both hands with feet side by side, lean back, hold and then move back together. Step onto a bench facing partner, hold with both hands and swap places whilst leaning back with

	on a line with eyes closed. Open their eyes to see if they managed to stay on the line. <u>Static Balance: Stance (FUNS 4)</u> Stand on the balls of their feet and try not to put their heels down. Staying on the balls of their feet, shake their hands high/low/quick/slow. Lift their right/left foot off the ground and place it down. Bend their knees/stretch up high. Mirror the movements of a partner who also stands on the balls of their feet. Play Pat a Cake with a partner while on the balls of their feet. Catch and throw a ball while on the balls of their feet. Ask a partner to pass a hoop over their body without touching them, going from head to feet and then feet to head.				and perform 24 criss-crosses, with and then without a bounce.	straight arms.
Creative	I can explore and describe different movements. I can observe and copy others.	I can explore and describe different movements. I can observe and copy others	I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. I can explore and describe different movements.	I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.	I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a	I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and

					theme	throwing activities.
Fundamental Movement Skill Focus	Coordination: Ball Skills (FUNS 9) Move a ball from one hand to the other. Start slowly and then speed up. Roll a ball along the floor to make an imaginary shape, e.g. circle, triangle. Take turns with a partner to roll a ball in the shape of a letter or number and see if their partner can guess what it is. Roll a ball around lots of different objects, e.g. a hoop, in and out of cones, keeping at least 1 hand in contact with the ball at all times. Move a ball around with their hands in lots of different ways, adding funny noises as they play. Show their ball skills while observers sing Counter Balance: With a Partner (FUNS 7) Sit down and see how far out to the side they can lean before losing balance. Sit down and see how far forwards and backwards they can lean before losing balance. Sit down and lean from side to side and pat the floor in time to the Hold on Tight song. Hold on to something, e.g. wall bars, and pull themselves up and lower themselves down. Do it with 2 hands and then 1 and also try it in time with the Hold on Tight song. Sit facing a partner, and hold hands with arms very straight. Next try with one standing up,	Coordination: Ball Skills (FUNS 9) Sit and roll a ball along the floor around body using 2 hands. Sit and roll a ball along the floor around body using 1 hand (right and left). Sit and roll a ball down legs and around upper body using 2 hands. Stand and roll a ball up and down legs and round upper body using 2 hands. Counter Balance: With a Partner (FUNS 7) Sit holding hands with toes touching, lean in together then apart. Sit holding 1 hand with toes touching, lean in together then apart. Sit holding hands with toes touching and rock forwards, backwards and side-to-side.	Coordination: Ball Skills (FUNS 9) Sit and roll a ball up and down legs and round the upper body using 1 hand. Stand and roll a ball up and down legs and round the upper body using 1 hand. Counter Balance: With a Partner (FUNS 7) Hold on and, with a long base, lean back, hold balance and then move back together. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.	Coordination: Sending and Receiving (FUNS 8) Strike a ball with alternate hands in a rally. Kick a ball with the same foot. Kick a ball with alternate feet. Roll 2 balls alternately using both hands, sending 1 as the other is returning. Counter Balance: With a Partner (FUNS 7) Hold on and, with a short base, lean back, hold balance and then move back together. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. Perform above challenges with eyes closed.	Coordination: Sending and Receiving (FUNS 8) Alternately throw and catch 2 tennis balls against a wall. Throw 2 tennis balls against a wall and catch them with the opposite hand (cross-over). Throw 2 tennis balls against a wall in a circuit, in both directions. Counter Balance: With a Partner (FUNS 7) Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. Stand on 1 leg while holding on to partner's opposite foot.	Static Balance: One Leg (FUNS 1) Complete 5 ankle extensions with eyes closed. Complete 10 squats into ankle extensions with eyes closed. Complete above 2 challenges on uneven surface with eyes open. Complete first 2 challenges on uneven surface with eyes closed. Dynamic Balance to Agility: Jumping and Landing (FUNS 6) Jump 2 feet to 2 feet with a 180° turn in the middle (both directions). Jump from 2 feet to 2 feet with a tuck and a 180° turn (both directions). Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides).

	keeping arms straight and then swap places, so as one stands the other sits. Stand while holding on to something with 2 hands, e.g. wall bars, try leaning out, hold balance and then move back in again. Start with one foot forward and 1 back and then try with feet together. They could also try with 1 hand and maybe even eyes closed!					
Applying Physical	I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. I can move confidently in different ways.	I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. I can move confidently in different ways.	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed	I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.
Fundamental Movement Skill Focus	<u>Coordination: Sending and Receiving (FUNS 8)</u> Roll a ball from hand to hand on the floor while sitting down. Roll a ball against a wall while kneeling, so it comes back to them. Do it both softly and quite hard. Do the above with a partner instead of a wall.	<u>Coordination: Sending and Receiving (FUNS 8)</u> Roll a large ball and collect the rebound. 2. Roll a small ball and collect the rebound. 3. Throw a large ball and catch the rebound with 2 hands	<u>Coordination: Sending and Receiving (FUNS 8)</u> Throw a tennis ball, catch rebound with the same hand after 1 bounce. Throw tennis ball, catch rebound with the same hand without a bounce. Throw the tennis ball, catch the rebound with the other hand	<u>Agility: Reaction/Response (FUNS 12)</u> From 1, 2 and 3 metres: React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg. <u>Static Balance: Floor Work (FUNS 3)</u>	<u>Agility: Reaction/Response (FUNS 12)</u> From 1, 2 and 3 metres: React and step across body, bring hand across body and catch tennis ball after 1 bounce. <u>Static Balance: Floor Work (FUNS 3)</u>	<u>Static Balance: Stance (FUNS 4)</u> Throw and catch 2 small balls alternately, using both hands, both close to and away from body. Strike small ball back to a partner with a racket. Strike a small ball back to a partner from across body with a racket.

	Roll a ball in and out of an obstacle course or in an area avoiding others. First use one hand, then the other and then alternate hands. Do some or all of the above using feet instead of hands. Bounce and catch a ball on the spot. Then try it with a clap in between. See if you they do it while moving. <u>Agility: Reaction/Response (FUNS 12)</u> Run forward very quickly on a signal, exploring different start positions to see which works best. Run forward very quickly on a signal and stop quickly on a second signal, exploring different ways to slow down and stop to see which works best. Bounce and catch a big ball on the spot. Then do the same with a small ball. Do the same but see how many times they can clap before catching the ball. Throw a ball up high in front of them, let it bounce and move to catch it. Throw the ball further away from their body to make it more challenging.	<u>Agility: Reaction/Response (FUNS 12)</u> React and catch a large ball dropped from shoulder height after 2 bounces. React and catch a large ball dropped from shoulder height after 1 bounce.	after 1 bounce. Throw tennis ball, catch rebound with other hand without a bounce. Strike large, soft balls along the ground with your hand 5 times in a rally. <u>Agility: Reaction/Response (FUNS 12)</u> From 1, 2 and 3 metres: React and catch tennis ball dropped from shoulder height after 1 bounce.	Hold a full front support position. Lift 1 arm and point to the ceiling with either hand in front support. Transfer cone on and off back in front support.	Transfer tennis ball on and off back in a front support. Transfer cone on and off tummy in back support. Transfer tennis ball on and off tummy in back support.	<u>Coordination: Footwork (FUNS 10)</u> Move in 3-step zigzag pattern while alternating knee raise and foot behind. Move backwards in-3 step zigzag pattern with cross-over (swerve). Move backwards in 3-step zigzag pattern with knee raise across body.
Health and Fitness	I am aware of why exercise is important for good health. I am aware of the changes to the way I feel when I exercise.	I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. I am aware of why exercise is important for good health. I am aware of the changes to the way I feel when I exercise.	I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. I am aware of why exercise is	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I can describe how and why my body feels during and after exercise. I can explain why we need to	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.	I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. I cope well and react positively

			important for good health.	warm up and cool down. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.	I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely	when things become difficult. I can persevere with a task and I can improve my performance through regular practice.
<u>Fundamental Movement Skill Focus</u>	<u>Agility: Ball Chasing (FUNS 11)</u> Against a wall, children try the following: Roll a ball at different speeds so it comes back, using both hands and then 1 hand (left and right). Roll a ball with and without a bounce. Do the above with a partner instead of a wall. Against a wall or with a partner, children try the following: Stop a rolling ball with their hands. Stop a rolling ball with their feet. In a mini-front support, use their head to stop a rolling ball. Following a rolling ball as closely as they can without touching it: Walk, run and skip. Walk, run and skip with a friend. Do the above but stop the ball as quickly as they can on a signal from their partner/teacher. <u>Static Balance: Floor Work (FUNS 3)</u> On all fours, children try the following: Stay very, very still. Lift up each hand, one at a time, to a beat. Lift up each knee, one at a time.	<u>Agility: Ball Chasing (FUNS 11)</u> Roll a ball, chase and collect it in a balanced position facing the opposite direction. Chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction. <u>Static Balance: Floor Work (FUNS 3)</u> Hold a mini-front support position. Reach round and point to the ceiling with either hand in mini-front support.	<u>Agility: Ball Chasing (FUNS 11)</u> Start in a seated/lying position, throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in a balanced position facing opposite direction <u>Static Balance: Floor Work (FUNS 3)</u> Place cone on back and take it off with other hand in minifront support. Hold a mini-back support position. Place cone on tummy and take it off with other hand in miniback support.	<u>Agility: Ball Chasing (FUNS 11)</u> Chase a large rolled ball, let it roll through legs and then collect it in a balanced position facing the opposite direction. Chase a large bouncing ball, let it roll through legs and then collect it in a balanced position facing the opposite direction. Complete above challenges with a tennis ball. <u>Static Balance: Stance (FUNS 4)</u> Receive a small force from various angles. Raise alternate feet 5 times. Raise alternate knees 5 times. Catch ball at chest height and throw it back.	<u>Agility: Ball Chasing (FUNS 11)</u> Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction. Perform above challenge with tennis ball. Roll and chase large ball, stopping it with head in front support position facing opposite direction. <u>Static Balance: Stance (FUNS 4)</u> Raise alternate knees to opposite elbow 5 times. Catch large ball thrown at knee height and above head. Catch large ball thrown away from body. Catch small ball thrown close to and away from body.	<u>Agility: Ball Chasing (FUNS 11)</u> Stand facing partner, who feeds ball over head, then turn and catch it after 1 bounce. Stand facing away from partner, who feeds ball over head, react and catch it after 1 bounce. <u>Coordination: Sending and Receiving (FUNS 8)</u> With a partner, simultaneously pass large ball along the floor with feet and throw tennis ball for 10 continuous passes. With a partner, keep 3 tennis balls going in a throwing circuit for 30 seconds.

	Lift a hand and a knee at the same time, trying different combinations. Move around on all fours, going over, under, around and through different obstacles, for example cones, hoops. Curl their fingers and 'meow'. Balance something on their back and crawl around. Now do some or all of the above with their tummy facing up.					
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	EYFS Outcomes: Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Children show good control and coordination in large and small movements. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Experiments with different ways of moving. They move confidently in a range of ways, safely negotiating space.	National Curriculum Pupils should be taught to: - Master basic movements including running, jumping, throwing and catching - Develop balance, agility and coordination, and begin to apply these in a range of activities - Participate in team games, developing simple tactics for attacking and defending - Perform dances using simple movement patterns.		National Curriculum. Pupils should be taught to: - Use running, jumping, throwing and catching in isolation and in combination - Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - Perform dances using a range of movement patterns - Take part in outdoor and adventurous activity challenges both individually and within a team - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Running	Run in different ways for a variety of purposes.	Vary pace and speed when running. Run with a basic technique over different distances.	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton	Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start.	Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint

		Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.	Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.	improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.	changeover technique. Speed up and slow down smoothly.	Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.	finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
Jumping	Jump in a range of ways, landing safely.	Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.	Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.	Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.	Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.	Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.	Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
Throwing	Roll equipment in different ways. Throw underarm. Throw an object at a target.	Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power	Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to	Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop

	Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	EYFS Outcomes: Revise and refine the fundamental movement skills they have already acquired. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Combine different movements with ease and fluency. Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	National Curriculum Pupils should be taught to: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.		National Curriculum Pupils should be taught to: - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
	Make body tense, relaxed, curled and stretched. Balance on small/large body parts & understand stillness Make large and small body shapes. Climb apparatus & perform basic travelling actions on various body parts. Jump off an object and lands appropriately. Travel with confidence and skill around, under, over and through balancing and climbing equipment.	Make body tense, relaxed, curled and stretched, showing some tension. Hold a variety of shapes such as straight shapes standing/lying on backs, fronts, sides. Balance on one leg, balance on a small base or a seated balance. Explore the 5 basic shapes: straight/tucked/star/straddle/pike Perform different rolls Choose ways to travel between balances, shapes and rolls. Travel over, under and across apparatus Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot).	Make body tense, relaxed, curled and stretched, in a range of movements. Explore and create different pathways and patterns. Use equipment in a variety of ways to create a sequence. Link 3-4 movements together to create a sequence including changes in speed and direction. Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite)	Use a greater number of their own ideas for movements in response to a task. Adapt sequences to suit different types of apparatus and their partner's ability. Create and perform a sequence of 4-6 actions smoothly. Explain how strength and suppleness affect performance. Identify some muscle groups used in gymnastic activities. Suggest warm-up activities. Compare and contrast gymnastic sequences, commenting on similarities and differences.	Create,practise and refine longer, more complex sequences including 6 actions for a performance, including changes in level, direction and speed. Also include some matching and mirroring and some contrasting actions. Choose actions, body shapes and balances from a wider range of themes and ideas. Perform at least 3 different rolls (shoulder, forward, back) with some control. Link a roll with travel and balance using floor and apparatus with good body control. Adapt their performance to the demands of a task, using their knowledge. Understand the	Create, practise and refine longer, more complex sequences including 6-8 actions for a performance, including Mirroring, Matching, Cannon & Synchronisation. Also include changes in level, direction and speed. Choose actions, body shapes and balances from a wider range of ideas. Adapt their performance to the demands of a task, using their previous knowledge.. Practise and refine their own work. Show clear individual movements. Understand the need for warming up and working on body strength, tone and flexibility. Lead small groups in warm-up activities.	Create, practise and refine longer, more complex sequences including 8-10 actions for a performance, including Mirroring, Matching, Counter Balance, Cannon & Synchronisation & changes in level, direction and speed. Choose actions, body shapes and balances from previous knowledge and ideas. Use contrasting actions, shapes, balances and dynamics. Easily adapt sequences from one situation to another. Adapt their performance to the demands of a task, using their previous knowledge. Show clear individual

		Perform combinations of the above & link 2-3 actions Show control at take-off and landing. Describe different ways of jumping.	Explore shape in the air when jumping and landing with control (e.g. star shape).		need for warming up and working on body strength, tone and flexibility. Lead small groups in warm-up activities. Use basic set criteria to make simple judgements about performances and suggest ways they could be improved.	Use basic set criteria to make simple judgements about performances and suggest ways they could be improved.	movements and transfer smoothly from one movement to another. Understand the need for warming up and working on body strength, tone and flexibility. Lead small groups in warm-up activities Use basic set criteria to make simple judgements about performances and suggest ways they could be improved.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	EYFS Outcomes: Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Children show good control and coordination in large and small movements. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Experiments with different ways of moving. They move confidently in a range of ways, safely negotiating space.	National Curriculum <u>Pupils should be taught to:</u> • Master basic movements including running, jumping, throwing and catching • Develop balance, agility and coordination, and begin to apply these in a range of activities • Participate in team games, developing simple tactics for attacking and defending		National Curriculum <u>Pupils should be taught to:</u> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Striking and Hitting a Ball	Hit a ball with a bat or racquet.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.

					moving and a stationary ball.		
Throwing and Catching a Ball	Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.	Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Throw and catch accurately and successfully under pressure in a game.
Travelling with a Ball	Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
Passing a Ball	Kick an object at a target.	Pass the ball to another player in a game. Use kicking skills in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
Possession				Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
Using Space	Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space.	Demonstrate a good awareness of space.

			the best space in a game.				
Attacking and Defending	Play a range of chasing games.	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.
Tactics and Rules	Follow simple rules.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly	Vary the tactics they use in a game. Adapt rules to alter games.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating and Comparing Performances	I can describe and comment on my own and others' actions.	Comment on their own and others' performance. Give comments on how to improve performance. Use appropriate vocabulary when giving feedback.	Comment on their own and others' performance. Give comments on how to improve performance. Comment on a skill or combination of skills and say how it could be improved. Use appropriate vocabulary when giving feedback.	Watch and describe performances accurately. Begin to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.	Watch and describe performances accurately. Describe what is successful in their own performances. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.	Watch and describe performances accurately. Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.	Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness	<u>Pupils will be taught:</u> Awareness of body changes during exercise (heart rate, heavy breath, hot,			<u>Pupils will be taught:</u> Awareness of body changes before, during and after exercise.			

	sweaty). • An understanding of the need for PE uniform (changing, safety). • Awareness of how exercise is important for a healthy lifestyle and mind.			• Awareness of how exercise is important for a healthy body and lifestyle. • Awareness of how exercise can help support our mental wellbeing. • Understanding the importance of exercise and sport in social environments.			
	Begin to say when their body is cool, warm and hot. Begin to understand why these changes happen. Begin to recognise what physical activity does to their heart rate.	Say when their body is cool, warm and hot during activities.. Understand why these changes happen during physical activity. Recognise what physical activity does to their heart rate.	Recognise changes to the body during exercise & describe. Begin to understand why it is important to warm up and cool down. Begin to explain what physical activity does to their heart rate.	Explain why it is important to warm up and cool down. Begin to make the link between heart rates, breathing rates and temperature changes. Begin to notice periods of fast movement i.e. sprinting and quick movements in activities and compare to when not moving.	Lead a partner through short warmup routines. Know how to maintain their heart rate during activities. Recognise what activities do to heart rates. Understand what to do to improve their stamina.	Lead a small group through short warm-up routines. Understand why heart rates, breathing rates and temperature changes occur. Recognise changes to the body when exercising including heart rate and body temperature. Understand what to do to improve their stamina, naming some suitable activities.	Lead a larger group through short warm-up routines. Understand and explain why heart rates, breathing rates and temperature changes occur. Recognise and explain changes to the body when exercising including heart rate and body temperature. Understand and explain what to do to improve their stamina, naming some suitable activities.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Swimming					<u>National Curriculum</u> <u>Pupils should be taught to:</u> • 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		
					• Explore and use skills, actions and ideas individually and in combination. • Start to coordinate movement of arms and legs. • Work with confidence in the water and explore and use skills, actions and ideas individually and in combination. • Remember, repeat and link skills. • Improve the control and coordination of their bodies in water. • Swim competently, confidently and proficiently over a distance of at least 25m. • Use a range of strokes effectively. • Perform safe self-rescue in different water based situations.		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Commando Joes		Resilience, Life Skills, Curiosity, Risk, Aspiration, Self Awareness, Self Esteem and Self Belief, through the RESPECT model of Commando Joe's. Combining these factors throughout various tasks and activities, is the true meaning of character. • Resilience • Empathy • Self-Awareness • Passion • Excellence • Communication • Teamwork The scheme works on building confidence, teamwork, resilience, improving self-esteem and allowing children the chance to make decisions under pressure. Most of all, it builds on and develops life skills. It gives children opportunities to take on challenges, become leaders and work independently. For more information about this character education programme, visit: https://commandojoes.co.uk/					
		This programme runs from Year 1 - Year 6. Year 6 have weekly sessions of Commando Joes with a specialist instructor. All other year groups engage in Commando Joes sessions for a half term throughout the year with a specialist instructor. Commando Joes is also offered as an after-school club provision in the Autumn Term for KS1.					