



**RATIONALE FOR OUR PHYSICAL EDUCATION CURRICULLUM AT WHITE MEADOWS:**

We are proud of the healthy start we give our children here at White Meadows Primary. In PE, the children learn to be aware of their bodies and the importance of staying fit and healthy. Pupils are provided with opportunities to develop their physical skills and interests through participation in a wide range of individual and team activities.

The PE curriculum incorporates the following elements: dance, gymnastics, games, athletics, swimming and outdoor education. This builds upon the previous years' skills and knowledge, while introducing new concepts, vocabulary and developing competence across the curriculum. Teachers plan their PE lessons bearing in mind the extra-curricular activities and events, held throughout the year, enabling children of all abilities to showcase their skills competitively and the opportunity to represent the school across the county.

It is imperative that children living so close to the sea and a fast-flowing river know how to swim competently. Therefore, we are delighted that White Meadows Primary Academy are the proud owners of our very own indoor heated swimming pool; allowing all children to partake in weekly swimming lessons from Nursery through to Year 6, culminating in an inter-house gala and a formal assessment in Year 6 (25m). All children complete water safety sessions before the end of the academic year.

Throughout the school day, teachers will look for opportunities to keep children active, ensuring all children meet the minimum of one active hour a day, recommended by the government. For example, teachers may use Jump Star Jonny, Squiggle while you Wiggle, Playdoh Disco, Super Movers, GoNoodle to name a few. Additionally, every child now spends fifteen minutes walking or jogging daily as part of The Daily Mile.

The Summer term hosts our sports day and swimming gala where the children compete in team events to which all parents, friends and family are warmly invited. **In the Summer of 2022, we are planning on hosting an inter-school swimming gala which will provide opportunities for more competitive swimming.**

We are lucky to be able to provide trim-trails for pupils in KS1 and KS2. This helps to develop their coordination, balance, body control and safe movement. **Plans are underway to introduce gym equipment in the KS1 and KS2 playgrounds that pupils will benefit from in regards to building strength and stamina. In addition to this, the KS2 playground has two Tennis Table tables for children to hone their skills at this highly accessible sport with plans for a club to begin in the future.**

In order for us to provide an inclusive curriculum students participate in various activities such as New Age Curling, Boccia and Yoga. Additionally, competitive sport is provided for children with SEND in partnership with LASP.

**PP holiday club Brighton Football Club**

# #1/5 Games

<u>Year Group</u>	<u>Knowledge</u> *See non-negotiable 'sticky skills/knowledge' focus in green	<u>Skills</u> *See non-negotiable 'sticky skills/knowledge' focus in green	<u>Vocabulary</u>	<u>Club/Visit/Expert</u>
Early Years  YN 2-3 years	I can move with control and care I can throw in different ways I can follow rules	<ul style="list-style-type: none"> <li>• <b>Walk, run, jump and climb</b> - and start to use the stairs independently.</li> <li>• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them</li> <li>• Enjoy starting to <b>kick, throw and catch balls.</b></li> <li>• Build independently with a range of appropriate resources.</li> <li>• Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>• Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> </ul>	Catch, Throw, Ball, Run, Walk, Jump	

Early Years YN 3-4 years	I can describe how my body feels after exercise. I can move with control and care I can throw in different ways I can use hitting, kicking and rolling in a game I can follow rules	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> </ul>		
Early Years Reception	I can describe how my body feels after exercise. I can move with control and care I can throw in different ways I can use hitting, kicking and rolling in a game I can follow rules	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Combine different movements with ease and fluency.</li> </ul> <p>Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	Catch, Throw, Ball, Run, Jump, Walk, Kick, Fast, Slow, Quickly, Target,	
Early Years ELG	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.			
Year 1	I can describe how my body feels before, during and after an activity. I can show how to exercise safely. I can move with control and care. I can say how I could improve. I can hit a ball with a bat. I can throw in different ways. I can use hitting, kicking and/or rolling in a game. I can follow rules.	Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games	Avoiding Tracking a ball Rolling Striking Overarm throw Bouncing Catching Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring	Multi Sports Premier Sport: Football LASP: Football LASP: Matball Premier Sport
Year 2	I can show how to exercise safely. I can describe how my body feels during different activities. I can explain what my body needs to keep healthy. I can say how I could improve. I can stay in a 'zone' during a game. I can decide where the best place to be is during a game. I can use one tactic in a game. I can follow rules.	Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending	Avoiding Tracking a ball Rolling Striking Overarm throw Bouncing Catching Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring	Multi Sports Premier Sport: Football LASP: Football LASP: Matball Premier Sport
Year 3	I am aware of space and use it to support teammates and cause problems for the opposition.	Understands tactics and composition by starting to vary how they respond.	Keep possession Keep the ball Scoring goals Keeping score	Netball

	<p>I can catch with one hand. I can <b>throw and catch accurately</b>. I can move to find a space when they are not in possession during a game.</p> <p>I can <b>link running and jumping activities</b> with some fluency, control and consistency.</p> <p>I can <b>throw a variety of objects, changing my action for accuracy</b> and distance. I can run over a long distance.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses <b>skills with co-ordination and control</b>.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to <b>understand how to compete with each other in a controlled manner</b>.</p> <p>Beginning to select resources independently to carry out different skills</p>	<p>Making space</p> <p>Pass/send/receive Dribble</p> <p>Travel with a ball Back up</p> <p>Support partner Make use of space Points Goals Rules</p> <p>Tactics Batting Fielding Bowler</p> <p>Wicket Tee Base Boundary</p> <p>Innings Rounder Backstop</p> <p>Court Target Net Defending</p> <p>Hitting Stance Offside Pitch</p> <p>Forehand Backhand Volley</p> <p>Overhead Singles Doubles Rally</p>	<p>Cricket</p> <p>Premier Sport</p>
Year 4	<p>I can <b>hit a ball accurately and with control</b>. I can keep possession of the ball. I can <b>vary tactics and adapt skills</b> according to what is happening. I can choose the best tactics for attacking and defending.</p> <p>I can sprint over a short distance. I can <b>throw in different ways</b>. I can hit a target. I can <b>jump in different ways</b>. I can combine running and jumping.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity tactically.</p> <p>Shows <b>confidence in using ball skills</b> in various ways, and can link these together.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p><b>Apply basic skills for attacking and defending.</b></p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Keep possession Keep the ball</p> <p>Scoring goals Keeping score</p> <p>Making space</p> <p>Pass/send/receive Dribble</p> <p>Travel with a ball Back up</p> <p>Support partner Make use of space Points Goals Rules</p> <p>Tactics Batting Fielding Bowler</p> <p>Wicket Tee</p>	<p>Tag rugby</p> <p>Netball</p> <p>Cricket</p> <p>Premier Sport</p>
Year 5	<p>I can gain possession by working as a team. I can <b>pass in different ways</b>. I can use forehand and backhand with a racquet. I can field. I can use a number of techniques to pass, dribble and shoot.</p> <p>I am <b>controlled when taking off and landing in a jump</b>. I can throw with accuracy. I can follow specific rules.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity, competitively.</p> <p>Shows <b>confidence in using ball skills</b> in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p><b>Apply basic skills for attacking and defending.</b></p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Keeping possession Passing</p> <p>Dribbling Shooting Shield ball</p> <p>Width Depth Support Marking</p> <p>Covering Repossession</p> <p>Attackers Defenders Marking</p> <p>Team play Batting Fielding</p> <p>Bowler Wicket Tee Base</p> <p>Boundary Innings Rounder</p> <p>Backstop Court Target Net</p> <p>Defending Hitting Stance</p> <p>Offside Pitch Forehand</p> <p>Backhand Volley Overhead</p> <p>Singles Doubles Rally</p>	<p>Tag rugby</p> <p>Netball</p> <p>Cricket</p> <p>Rounders</p> <p>Stoolball</p> <p>Tennis</p> <p>LASP: Football, Rugby, Rounders</p> <p>Premier Sport</p>
Year 6	<p>I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation.</p> <p>I can demonstrate stamina. I can <b>use my skills in different situations</b>.</p>	<p>Shows <b>confidence in using ball skills</b> in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p><b>Consistently uses skills with co-ordination, control and fluency.</b></p> <p><b>Takes part in competitive games with a strong understanding of tactics and composition.</b></p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p>	<p>Keeping possession Passing</p> <p>Dribbling Shooting Shield ball</p> <p>Width Depth Support Marking</p> <p>Covering Repossession</p> <p>Attackers Defenders Marking</p> <p>Team play Batting Fielding</p> <p>Bowler Wicket Tee Base</p> <p>Boundary Innings Rounder</p> <p>Backstop Court Target Net</p> <p>Defending Hitting Stance</p> <p>Offside Pitch Forehand</p>	<p>Netball</p> <p>Cricket</p> <p>Tennis</p> <p>Rounders</p> <p>Stoolball</p> <p>LASP: Football, Rugby, Rounders</p> <p>Premier Sport</p>

		Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses <b>running, jumping, throwing and catching</b> in isolation and in combination.	Backhand Volley Overhead Singles Doubles Rally	
<b>KS3</b>	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] take part in competitive sports and activities outside school through community links or sports clubs.			

# #2/5 Dance and Gymnastics

<u>Year Group</u>	<u>Knowledge</u> *See non-negotiable 'sticky skills/knowledge' focus in green	<u>Skills</u> *See non-negotiable 'sticky skills/knowledge' focus in green	<u>Vocabulary</u>	<u>Club/Visit/Expert</u>
Early Years YN 2-3 years	I can move with control and care I can follow rules I can copy dance moves.	<ul style="list-style-type: none"> <li>• <b>Walk, run, jump and climb</b> - and start to use the stairs independently.</li> <li>• • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them</li> <li>• • • Spin, roll and independently use ropes and swings (for example, tyre swings).</li> </ul>	Forwards Backwards Tall Small Jump Hop Slow	
Early Years YN 3-4 years	I can move with control and care I can follow rules I can copy dance moves. <b>I can make my body tense, relaxed, curled and stretched.</b> <b>I can control my body when travelling.</b>	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• • Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• • <b>Skip, hop, stand on one leg</b> and hold a pose for a game like musical statues.</li> </ul>		
Early Years Reception	I can describe how my body feels after exercise. I can move with control and care I can follow rules I can copy dance moves. I can make up a short dance. I can dance imaginatively. <b>I can make my body tense, relaxed, curled and stretched.</b> <b>I can control my body when travelling.</b>	<ul style="list-style-type: none"> <li>• <b>Revise and refine the fundamental movement skills they have already acquired; rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</b></li> <li>• • Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• • Combine different movements with ease and fluency.</li> </ul> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	Forwards Backwards Sideways Bench Mat Table Roll Long Slow On Off Stretched Curled Tuck Body parts Tall Small Shape Hold Still Jump Hop Bounce Travel Copy	
Early Years ELG		<b>Negotiate space</b> and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; <b>Move energetically such as running, jumping, dancing, hopping, skipping and climbing.</b>		
Year 1	I can describe how my body feels before, during and after an activity. I can show how to exercise safely.	<b>Copies and explores basic movements, balances and body patterns</b> with some control and coordination. Remembers simple movements and dance steps, linking 2-3 movements together. Links movements to sounds and music, showing responses to a range of stimuli.	Place stretch push pull hop skip step spring crawl	Charlotte Reader Dance Multi-Sports

	<p>I can move with control and care.  I can copy and remember actions.  I can describe what other people did.  I can say how I could improve.  I can copy dance moves.  I can make up a short dance.  I can dance imaginatively.  I can change rhythm, speed, level and direction.  I can make my body tense, relaxed, curled and stretched.  I can control my body when travelling.  I can control my body when balancing.  I can plan and show a sequence of movements.</p>	<p>Can perform different body shapes and at different levels.  Can perform 2 footed jump  Can use equipment safely</p>	<p>Still slowly tall long  wide narrow up down  forwards high low  elbows bottom back  around through  extension roll copy  pathway along jump  land balance tension  curved straight zig-  zag shape over hang  grip</p>	<p>LASP - Gymnastics</p>
<p>Year 2</p>	<p>I can show how to exercise safely.  I can describe how my body feels during different activities.  I can explain what my body needs to keep healthy.  I can copy and remember actions.  I can repeat and explore actions with control and coordination.  I can talk about what is different between what I did and what someone else did.  I can say how I could improve.  I can change rhythm, speed, level and direction.  I can dance with control and co-ordination.  I can make a sequence by linking sections together.  I can link some movement to show a mood or feeling.</p>	<p>Copies and explores basic movements with clear control.  Varies levels, speed, body shape and directions in sequence, using and negotiating space and links movements together to create a sequence.  Can describe a short dance using appropriate vocabulary.  Responds imaginatively to stimuli and explores and creates different pathways and patterns.  Uses equipment in a variety of ways to create a sequence</p>	<p>In front Speed Slow  fast Wide Shape  Narrow Long Land  Over Jump Off High  Low Stretch Point  Balance Twisted  Curled Level Medium  Backwards Sideways  Forwards Zig zag  Angular Under  Through Behind  Tension Copy Smooth  Sequence Height</p>	<p>Charlotte Reader Dance  Multi-Sports  LASP - Gymnastics</p>
<p>Year 3</p>	<p>I can move and use actions with co-ordination and control.  I can select and use the most appropriate skills, actions or ideas.  I can make up my own small-sided game.  I can explain how my work is similar and different from that of others.  I can use my comparison to improve my work.  I can use dance to communicate an idea.  I can take the lead when working with a partner or group.  I can make sure my dance moves are clear and fluent.</p>	<p>Beginning to improvise independently and with a partner to create a simple dance and/or sequence.  Translates ideas from stimuli into movement with support.  Beginning to compare and adapt movements and motifs to create a larger sequence using turns to travel in a variety of ways.  Uses simple dance and gymnastic vocabulary to compare and improve work, noting similarities and differences between dances/sequences.  Copies, explores and remembers a variety of movements and uses these to create their own sequence.  Beginning to show flexibility in movements  Beginning to develop good technique when travelling, balancing, using equipment etc</p>	<p>Flow Explosive  Symmetrical  Asymmetrical  Combination Evaluate  Improve Stretch  Refine Adapt Pathway  Contrasting Curled  Stretched Suppleness  Strength Inverted  Jump Land Over Under</p>	<p>Charlotte Reader Dance  LASP - Gymnastics  Yoga</p>
<p>Year 4</p>	<p>I can explain why warming up is important.  I can explain why keeping fit is good for my health.  I can explain what effect exercise has on my body.  I can explain how my work is similar and different from that of others.  I can use my observations to improve my work.  I can work on my movements and refine them.  I can compose my own dances in a creative and imaginative way.  My movements are controlled.  I can include change of speed.  I can include change of direction. I can include a range of shapes.  I can follow a set of 'rules' to produce a sequence.</p>	<p>Confidently improvises with a partner or on their own.  Beginning to create longer dance sequences using various body shapes (and equipment) in a larger group.  Demonstrating precision and some control in response to stimuli.  Beginning to vary dynamics and develop actions and motifs.  Demonstrates rhythm and spatial awareness.  Modifies parts of a sequence as a result of self-evaluation.  Uses simple dance and gym vocabulary to describe, compare, improve and refine work and performances.  Links skills with control, technique, co-ordination and fluency.  Understands composition by performing more complex sequences.  Develops strength, technique and flexibility throughout performances.</p>	<p>90 degrees 180  degrees Leaving  Approaching Balance  Forwards Backwards  Combine Rotation  Against Towards  Across Evaluate  Improve Height  Strength Suppleness  Stamina Speed Level  Wide Tucked Straight  Twisted Constructive  Points Twist Turn  Safety Refine Away</p>	<p>Charlotte Reader Dance  LASP - Gymnastics  Yoga</p>

	I can combine action, balance and shape.			
<b>Year 5</b>	<p>I can link skills, techniques and ideas and apply them accurately and appropriately.</p> <p><i>I can show good control in my movements.</i></p> <p>I can compare and comment on skills, techniques and ideas that I and others have used.</p> <p>I can modify use of skills or techniques to improve my work.</p> <p>I can perform to an accompaniment, expressively and sensitively.</p> <p><i>My movements are controlled.</i></p> <p><i>My dance shows clarity, fluency, accuracy and consistency.</i></p> <p>I can make complex or extended sequences.</p> <p>I can perform consistently to different audiences.</p> <p>My movements are accurate, clear and consistent.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p><i>Demonstrates strong movements throughout sequences showcasing their developing strength, technique and flexibility.</i></p> <p>Combines skills, flexibility, techniques, movements and ideas to create fluent sequences and performances.</p> <p>Moves appropriately and with the required style in relation to the stimulus, linking skills with control, technique, co-ordination and fluency.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p><i>Beginning to show a change of pace and timing in their movements.</i></p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequences by applying combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Uses more complex dance and gym vocabulary to compare, describe, refine and improve performances.</p>	<p>Motif, precision, expression, levels, choreograph, space, stillness (freeze), travel, turn, unison.</p> <p>Dynamics Combination</p> <p>Contrasting Control</p> <p>Mirroring Matching</p> <p>Accurately Refine</p> <p>Evaluate Display</p> <p>Asymmetry</p> <p>Performance Create</p> <p>Symmetry</p> <p>Refinements</p> <p>Assessment</p> <p>Suppleness Strength</p> <p>Cool down Warm up</p> <p>Muscles Joints Explore</p> <p>Rotation Spin Turn</p> <p>Shape Landing Take-off Flight</p>	<p>Charlotte Reader Dance</p> <p>LASP - Gymnastics</p> <p>Yoga</p>
<b>Year 6</b>	<p>I can explain how the body reacts to different kinds of exercise. I can explain why we need regular and safe exercise.</p> <p><i>I can apply my skills, techniques and ideas consistently.</i> I can show precision, control and fluency.</p> <p>I can analyse and explain why I have used specific skills or techniques. I can create my own success criteria for evaluating.</p> <p><i>I can develop imaginative dances in a specific style.</i> I can choose my own music, style and dance.</p> <p>I can combine my own work with that of others. I can link my sequences to specific timings.</p>	<p><i>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions and expression when moving.</i></p> <p><i>Performs and improvises with confidence, using a range of movement patterns and difficult actions.</i></p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements, technique and flexibility throughout a sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p><i>Beginning to show a change of pace and timing in their movements.</i></p> <p>Dances with fluency, linking all movements and ensuring they flow in relation to the stimulus.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation (using complex dance and gym vocab).</p>	<p>Co-operate Audience</p> <p>Assessment Elements</p> <p>Twist Obstacles</p> <p>Refine Aesthetically</p> <p>Criteria Extension</p> <p>Judgement Tension</p> <p>Inverted Judge</p> <p>Dynamics Combination</p> <p>Canon Counter-tension</p> <p>Counter-balance</p> <p>Criteria Performance</p> <p>Imaginative Parallel</p> <p>Creativity Flight</p> <p>Timing</p>	<p>Charlotte Reader Dance</p> <p>LASP - Gymnastics</p> <p>Yoga</p>
<b>KS3</b>	Perform dances using advanced dance techniques within a range of dance styles and forms analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs.			

<b>#3/5 Athletics</b>				
<u>Year Group</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Vocabulary</u>	<u>Club/Visit/Expert</u>
	*See non-negotiable 'sticky skills/knowledge' focus in green	*See non-negotiable 'sticky skills/knowledge' focus in green		

<p>Early Years YN 2-3 years</p>	<p>I can move with control and care. I can control my body when travelling.</p>	<ul style="list-style-type: none"> <li>Walk, run, jump and climb - and start to use the stairs independently.</li> <li>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them</li> <li>Enjoy starting to kick, throw and catch balls.</li> <li>Build independently with a range of appropriate resources.</li> <li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> </ul>	<p>Walk Jog Throw Jump Run Hop</p>	
<p>Early Years YN 3-4 years</p>	<p>I can describe how my body feels after exercise I can move with control and care. I can control my body when travelling.</p>	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> </ul>		
<p>Early Years Reception</p>	<p>I can describe how my body feels after exercise I can move with control and care. I can control my body when travelling.</p>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired; rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Combine different movements with ease and fluency.</li> </ul> <p>Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Walk Jog Throw Target Jump Run Hop Skip Fast Pass In pairs</p>	
<p>Early Years ELG</p>		<p>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.</p>		
<p>Year 1</p>	<p>I can describe how my body feels before, during and after an activity. I can show how to exercise safely. I can move with control and care. I can say how I could improve. I can control my body when travelling.</p>	<ul style="list-style-type: none"> <li>Run at different speeds.</li> <li>Jump from a standing position.</li> </ul> <p>Perform a variety of throws with basic control.</p>	<p>Space Throw Catch Speed Fast Slow Under arm Bend Control balance</p>	<p>Multi Sports Premier Sport</p>
<p>Year 2</p>	<p>I can show how to exercise safely. I can describe how my body feels during different activities. I can explain what my body needs to keep healthy. I can say how I could improve. My movements are controlled.</p>	<ul style="list-style-type: none"> <li>Change speed and direction whilst running.</li> <li>Jump from a standing position with accuracy.</li> <li>Perform a variety of throws with control and co-ordination. preparation for shot put and javelin</li> </ul> <p>Use equipment safely</p>	<p>Pace Fast Slow Jog Sprint speed Direction7 Under arm</p>	<p>Running Club Multi Sports Premier Sport</p>

			Over arm Throwing Catching	
<b>Year 3</b>	<p>I can move and use actions with co-ordination and control. I can select and use the most appropriate skills, actions or ideas. I can make up my own small-sided game.</p> <p>I can explain how my work is similar and different from that of others. I can use my comparison to improve my work.</p> <p>I can use dance to communicate an idea. I can take the lead when working with a partner or group. I can make sure my dance moves are clear and fluent.</p>	<p>Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i></p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Throw, catch, space, exercise, muscle, stretch, over arm, under arm, bounce, aim, lean, jump, hop, run, skip, team work, partner, co-ordination, speed, control, pace, jog, run</p>	<p>Running Club</p> <p>Premier Sport</p>
<b>Year 4</b>	<p>I can explain why warming up is important. I can explain why keeping fit is good for my health. I can explain what effect exercise has on my body.</p> <p>I can explain how my work is similar and different from that of others. I can use my observations to improve my work.</p> <p>I can work on my movements and refine them. I can compose my own dances in a creative and imaginative way. My movements are controlled.</p> <p>I can include change of speed. I can include change of direction. I can include a range of shapes. I can follow a set of 'rules' to produce a sequence. I can combine action, balance and shape.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using simple vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Throw, catch, space, exercise, muscle, stretch, over arm, under arm, bounce, aim, lean, jump, hop, run, skip, team work, partner, co-ordination, speed, control, pace, jog, run, accuracy.</p>	<p>Running Club</p> <p>Premier Sport</p>
<b>Year 5</b>	<p>I can link skills, techniques and ideas and apply them accurately and appropriately. I can show good control in my movements.</p> <p>I can compare and comment on skills, techniques and ideas that I and others have used. I can modify use of skills or techniques to improve my work.</p> <p>I can perform to an accompaniment, expressively and sensitively. My movements are controlled. My dance shows clarity, fluency, accuracy and consistency.</p> <p>I can make complex or extended sequences. I can perform consistently to different audiences. My movements are accurate, clear and consistent.</p>	<p>Beginning to build a variety of running techniques and use with confidence in a competitive environment.</p> <p>Can perform a running jump with more than one component.</p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Uses equipment safely and with good control.</p>	<p>Throw, catch, space, exercise, muscle, stretch, over arm, under arm, bounce, aim, lean, jump, hop, run, skip, team work, partner, co-ordination, speed, control, pace, jog, run, accuracy.</p>	<p>Running Club</p> <p>Premier Sport</p>
<b>Year 6</b>	<p>I can explain how the body reacts to different kinds of exercise. I can explain why we need regular and safe exercise.</p> <p>I can apply my skills, techniques and ideas consistently. I can show precision, control and fluency.</p>	<p>Improving a variety of running techniques used effectively with confidence.</p> <p>Can perform a running jump effectively.</p> <p>Records peers' performances, and evaluate these, effectively.</p> <p>Accuracy and confidence in throwing and catching.</p>	<p>Throw, catch, space, exercise, muscle, stretch, over arm, under arm, bounce, aim, lean, jump, hop, run, skip, team work, partner, co-ordination,</p>	<p>Running Club</p> <p>Premier Sport</p>

	<p>I can analyse and explain why I have used specific skills or techniques. I can create my own success criteria for evaluating.</p> <p>I can develop imaginative dances in a specific style. I can choose my own music, style and dance.</p> <p>I can combine my own work with that of others. I can link my sequences to specific timings</p>	<p>Describes good athletic performance using varied, specific, vocabulary.</p> <p>Uses equipment safely and effectively.</p>	<p>speed, control, pace, jog, run, accuracy.</p>	
<b>KS3</b>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p> <p>Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs.</p>			

# #4/5 Swimming

<u>Year Group</u>	<u>Knowledge</u> *See non-negotiable 'sticky skills/knowledge' focus in green	<u>Skills</u> *See non-negotiable 'sticky skills/knowledge' focus in green	<u>Vocabulary</u>	<u>Club/Visit/Expert</u>
Early Years YN 2-3 years	<p>To follow rules. To gain confidence in the water</p> <p><b>Introduce the SAFE Code:</b> Spot the dangers, Advice-take advice, Friend-go with a friend, Emergencyy-learn what to do in an emergency</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>float, in water, jump, lie on front and back, sink, kick with the legs, under water, walk, splash, blow</p>	
Early Years YN 3-4 years				
Early Years Reception	<p><b>Introduce the SAFE Code:</b> Spot the dangers, Advice-take advice, Friend-go with a friend, Emergencyy-learn what to do in an emergency</p> <p>To climb in/out safely To follow rules. To gain confidence in the water</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>float, in water, jump, lie on front and back, sink, kick with the legs, under water, walk, splash, blow</p>	
Early Years ELG		<p>Demonstrate strength, balance and coordination when swimming</p>		
Year 1	<p>To climb in/out safely To follow rules. To gain confidence in the water</p>	<p>Jumping in and climbing out safely</p>	<p>float, high, hop, in water, jump, lie on front and back, push</p>	

	To begin to think about breath control <b>Introduce the SAFE Code:</b> Spot the dangers, Advice-take advice, Friend-go with a friend, Emergency-learn what to do in an emergency	Blowing bubbles Use equipment to floating on back and front Use equipment to travel	and pull with the arms, run, sink, turn, walk, low, kick with the legs, under water, walk, wade, splash, straight, glide, space, blow	
<b>Year 2</b>	To climb in/out safely To follow rules. To gain confidence in the water Practise breathing out in water Controlled and coordinated movements. Explain how their body reacts to different activities and why swimming helps them to be fit and healthy. <b>Develop SAFE Code:</b> Spot the dangers, Advice-take advice, Friend-go with a friend, Emergency-learn what to do in an emergency	Blowing bubbles Face in the water Floating on back and front Push and glide Travel on front/back with/without float using leg kick-straight continuous legs, kicking from hips. Use arms to pull and push the water to propel themselves across the pool.		
<b>Year 3</b>	To improve the control and coordination of bodies as they kick legs to propel themselves in a straight line. To think about breathing whilst kicking legs To use the front crawl arm action To use the back crawl arm action <b>Continue to reinforce the SAFE Code:</b> Spot the dangers, Advice-take advice, Friend-go with a friend, Emergency-learn what to do in an emergency	Practise the kicking action and breathing out in the water Kick (straight continuous legs, kicking from hips). Practise swinging arms alternately in front/back crawl motion, whilst standing on pool side. Attempt full front crawl/back crawl stroke	Blow, breath, breathe, float, flutter kick, front/back crawl, glide, race, relay, under water, position	
<b>Year 4</b>	Improve the control and coordination of bodies To synchronise the front crawl arm motion with the breathing sequence To coordinate the leg kick, arm action of back crawl. To coordinate the leg kick, arm action and breathing sequence of front crawl Explain how their body reacts to different activities and why swimming helps them to be fit and healthy. <b>Continue to reinforce the SAFE Code:</b> Spot the dangers, Advice-take advice, Friend-go with a friend, Emergency-learn what to do in an emergency	Learn to breath in at the side and out into the water Coordinate leg action and breathing sequence for front Coordinate body position and leg kick for back crawl  Swim over a distance of at least 12.5 metres		
<b>Year 5</b>	To consolidate and perfect the quality of front/back crawl skills To describe the quality of swimming and to recognise what needs improving To practise breaststroke leg action To practise breaststroke arm action <b>Continue to reinforce the SAFE Code:</b> Spot the dangers, Advice-take advice, Friend-go with a friend, Emergency-learn what to do in an emergency To practise breaststroke breathing sequence To perfect breaststroke	Consolidate and improve front crawl and back crawl skills Work on breaststroke leg kick Practise the breathing sequence for breaststroke Work on the full stroke of breaststroke	Blow, breath, breathe, float, flutter kick, front/back crawl, glide, race, relay, under water, position	
<b>Year 6</b>	To perfect breaststroke To choose, use and vary strokes and skills, according to the task and the challenge Explain how their body reacts to different activities and why swimming helps them to be fit and healthy. <b>Continue to reinforce the SAFE Code:</b> Spot the dangers, Advice-take advice, Friend-go with a friend, Emergency-learn what to do in an emergency	Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.		
<b>KS3</b>	Develop their technique and improve their performance in other competitive sports			

# #5/5 Outdoor and Adventurous Activities

<u>Year Group</u>	<u>Knowledge</u> *See non-negotiable 'sticky skills/knowledge' focus in green	<u>Skills</u> *See non-negotiable 'sticky skills/knowledge' focus in green	<u>Vocabulary</u>	<u>Club/Visit/Expert</u>
Early Years and KS1	Outdoor and Adventurous Activities is not taught in Early Years and KS1 however there are some elements that cross over with other subjects such as: Map Reading in Geography. Working collaboratively in a group - many subjects Developing an understanding of how to stay safe - PSHE			
Year 3	I can follow a map in a familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route accurately, safely and within a time limit.	Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Orientate, communication, key, symbol, trial, evaluate,	
Year 4	I can follow a map in a more demanding familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route accurately, safely and within a time limit.	Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Challenge, trials, course, modify, improve, identify, map, short trial, features, skills, techniques, completion.	
Year 5	I can follow a map in an unknown location. I can use clues and compass directions to navigate a route. I can change my route if there is a problem. I can change my plan if I get new information.	Develops strong listening skills. Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Increased challenge, effect, technique, compass, identify, simple plan, confidence, detail, effective, technique, route, key, map,	
Year 6	I can plan a route and series of clues for someone else. I can plan with others taking account of safety and danger.	Develops strong listening skills. Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Design, navigation equipment, informed decision, organise, listen, increasing challenge, compass, manage, map styles, range, pressure,	Bushcraft Visit
KS3	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group Take part in competitive sports and activities outside school through community links or sports clubs.			