

	Autumn Term I	Autumn Term II	Spring Term I	Spring Term II	Summer Term I	Summer Term II
	<p>Across all units and different physical disciplines, basic movement skills will be developed. Across all physical activity, children will participate in activity in order to develop healthy lifestyles as well as body safety and healthy self-respect. Across all disciplines, children will have opportunities to work independently and collaboratively with others with reflect about their personal (and group) performance. Opportunities to compete against themselves and peers feature across all units, primarily the red outdoor games. Alongside this, all children through KS2 and starting in Year 2, have the opportunity to volunteer for competitions to represent the school in a wide range of sports. By the end of KS2, all children should have represented the school in a competition at some point. Timings of units coincide with best preparations for this competition timetable.</p>					
Class 4 (Years 5 & 6)	<p>Football</p> <ul style="list-style-type: none"> Beat a player by controlling the ball to pass to a teammate Know when to send a ball or travel into space Receive a pass and run forward into space Travel with the ball in control, either using hands, sticks or feet Applying turning techniques to escape an opponent, controlling the ball 	<p>Netball</p> <ul style="list-style-type: none"> Beat a player by bouncing the ball or using hands to control pass. Know when to shoot in game contexts. Applying turning techniques to escape an opponent whilst bouncing the ball 	<p>Hockey</p> <ul style="list-style-type: none"> Beat a player by controlling the ball to pass to a teammate Know when to send a ball or travel into space Receive a pass and run forward into space Travel with the ball in control, either using hands, sticks or feet Applying turning techniques to escape an opponent, controlling the ball 	<p>Tag-Rugby</p> <ul style="list-style-type: none"> Know when to send a ball or travel into space Receive a pass and run forward into space Travel with the ball in control, either using hands, sticks or feet 	<p>Athletics</p> <ul style="list-style-type: none"> Apply sending technique when throwing a foam javelin/ primary shot put Apply take off and landing techniques when competing in standing long jump and hop, step & jump Modify pace of running according to distance covered Use an athletic start position to sprint over short distances Travel at speed over low hurdles. Transfer a baton at pace to run relay races as teams 	<p>Tennis & Rounders</p> <ul style="list-style-type: none"> Apply forehand and backhand volley technique to send ball using a racket Use forward, backward and sideways movements in order to send the ball with a racket Strike a ball with control and aim, using a bat Apply bowling techniques (underarm or overarm) to send a ball over varying distances Send a ball with control to a target using bats and rackets Send a ball with control over arm and by rolling into a target area Strike a ball with control and aim, using a ball
	<p>Body Shapes, Rolls, Holds & Balances</p> <ul style="list-style-type: none"> Perform and create more complex patterns with twists, lifts, turns and rotations with control and balance Show flexibility, strength, stamina, technique, control and balance Perform specialised movements, such as cartwheel, with control and coordination 	<p>Viking Dance – Voyage of Discovery</p> <ul style="list-style-type: none"> Perform expressively using dynamic qualities and language Select movements based on their aesthetic quality and creativity Choose and imaginatively explore actions in response to a stimulus Compose and perform dances with a partner, trios and small groups Explain how movements connect to mood, gesture and expression, with reference to knowledge from other curriculum areas Experience and distinguish between different styles and genre of movement 	<p>Introduction to Pilates</p> <ul style="list-style-type: none"> Perform and create more complex patterns with twists, lifts, turns and rotations with control and balance Show flexibility, strength, stamina, technique, control and balance 	<p>Travelling Between Shapes & Apparatus Into Sequences</p> <ul style="list-style-type: none"> Show flexibility, strength, stamina, technique, control and balance Perform specialised movements, such as cartwheel, with control and coordination Use variety of different travels between movements, shapes and holds to build a sequence 	<p>Greek Dance</p> <ul style="list-style-type: none"> Perform expressively using dynamic qualities and language Select movements based on their aesthetic quality and creativity Choose and imaginatively explore actions in response to a stimulus Compose and perform dances with a partner, trios and small groups Explain how movements connect to mood, gesture and expression, with reference to knowledge from other curriculum areas Experience and distinguish between different styles and genre of movement <p>Pilates for Self-Regulation</p> <ul style="list-style-type: none"> Perform and create more complex patterns with twists, lifts, turns and rotations with control and balance Show flexibility, strength, stamina, technique, control and balance 	<p>Outdoor & Adventurous Challenges</p> <ul style="list-style-type: none"> Set personal goals related to physical challenges within adventurous activity. Overcome physical challenges in new experiences Have confidence to have a go at adventurous activities and understand own emotions related to nerves (eg height, darkness, water) Collaborate with peers in challenging contexts to ensure all succeed.
	Autumn Term I	Autumn Term II	Spring Term I	Spring Term II	Summer Term I	Summer Term II

Class 3 (Years 3 & 4)	<p>Football</p> <ul style="list-style-type: none"> Understand how to travel whilst controlling a ball with feet Understand how to change direction whilst travelling with a ball Change direction whilst controlling a ball Send and receive a ball using hands and feet in a variety of ways Shoot towards goals with feet/ sticks 	<p>Netball</p> <ul style="list-style-type: none"> Use underarm, overarm and rolling techniques to send a ball towards a target Understand how to travel whilst bouncing a ball Shoot using hands to control the ball 	<p>Hockey</p> <ul style="list-style-type: none"> Understand how to change direction whilst travelling with a ball Change direction whilst controlling a ball Send and receive a ball using hands and feet in a variety of ways Shoot towards goals with feet/ sticks 	<p>Tag Rugby</p> <ul style="list-style-type: none"> Understand how to change direction whilst travelling with a ball Change direction whilst controlling a ball Send and receive a ball using hands and feet in a variety of ways 	<p>Athletics</p> <ul style="list-style-type: none"> Understand how to travel quickly with obstacles in the way Be able to hand over a baton Change direction with control. Understand how to use take off and landing for distance and height 	<p>Tennis / Rounders</p> <ul style="list-style-type: none"> Send a ball using a forehand technique using a racket Send a ball using a backhand technique Send a ball over a net using comfortable striking positions Volley the ball over a net Send a ball to a target using bats and rackets Know how to stop a rolling ball Retrieve a ball over varying distances
	<p>Swimming – weekly session, 1 hour</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use recognisable strokes on the front and back; front crawl, backstroke and breaststroke perform safe self-rescue in different water-based situations. Understand how to enter water safely 	<p>Robot Dancing</p> <ul style="list-style-type: none"> Develop imaginative movement ideas related to a theme or topic Try out new ideas and strategies Experiment with movement patterns and equipment Develop imaginative movement ideas related to a theme or topic Perform dances with a range of movement patterns 	<p>Body Shapes, Rolls, Holds & Balances</p> <ul style="list-style-type: none"> Change direction and speed to navigate around object/ person Demonstrate specialised skills across balance, travel and object control Vary dynamics of speed, direction, pathways, body shape and levels 	<p>Egyptian Dance</p> <ul style="list-style-type: none"> Develop imaginative movement ideas related to a theme or topic Perform dances with a range of movement patterns 	<p>Travelling Between Shapes & Apparatus Into Sequences</p> <ul style="list-style-type: none"> Demonstrate specialised skills across balance, travel and object control Link travelling movements between jumps and other shapes across levels. Vary dynamics of speed, direction, pathways, body shape and levels 	
	Autumn Term I	Autumn Term II	Spring Term I	Spring Term II	Summer Term I	Summer Term II
Class 2 (Years 1 & 2)	<p>Football</p> <ul style="list-style-type: none"> Control a ball to go in one direction Strike/ hit/ send a ball using different body parts 	<p>Netball</p> <ul style="list-style-type: none"> Know how to hold bats and rackets in order to strike a ball Control a ball with hands Experiment with ways to send a ball 	<p>Hockey</p> <ul style="list-style-type: none"> Control a ball to go in one direction Strike/ hit/ send a ball using different body parts Hold sticks appropriately to make contact with a ball 	<p>Tag-Rugby</p> <ul style="list-style-type: none"> Control a ball to go in one direction Strike/ hit/ send a ball using different body parts 	<p>Athletics</p> <ul style="list-style-type: none"> Run and jump in set ways/ courses Change direction quickly Jump in different way. 	<p>Tennis</p> <ul style="list-style-type: none"> Know how to hold bats and rackets in order to strike a ball Control a ball with hands Experiment with ways to send a ball Make contact with a ball using a racket Send a ball using a racket towards a target/ opponent Strike a ball with different equipment
	<p>Body Shapes, Rolls, Holds & Balances</p> <ul style="list-style-type: none"> Range of opportunities to extend balance, agility and coordination Explore varying dynamics of changes to speed, direction, pathways, body shape and levels 	<p>Travelling Between Shapes</p> <ul style="list-style-type: none"> Link travelling moves that change direction and level Explore varying dynamics of changes to speed, direction, pathways, body shape and levels 	<p>Snail & The Whale Story Journeys</p> <ul style="list-style-type: none"> Explore basic body patterns and movements to music. Perform dances using simple movement patterns 	<p>Rainforest Dance</p> <ul style="list-style-type: none"> Explore basic body patterns and movements to music. Perform dances using simple movement patterns Perform basic movements in isolation and with control Navigate through space with different speeds, using objects 	<p>Apparatus Into Sequences</p> <ul style="list-style-type: none"> Range of opportunities to extend balance, agility and coordination Link travelling moves that change direction and level Explore varying dynamics of changes to speed, direction, pathways, body shape and levels 	
	Autumn Term I	Autumn Term II	Spring Term	Spring Term II	Summer Term I	Summer Term II
Class 1	<p>Football</p> <ul style="list-style-type: none"> Experiment with ways to control a ball Use different body parts to move/ hold a ball 	<p>Netball</p> <ul style="list-style-type: none"> Hold bats and rackets safely Hold a ball with hands Use different body parts to send a ball 	<p>Hockey</p> <ul style="list-style-type: none"> Experiment with ways to control a ball Use different body parts to move/ hold a ball 	<p>Tag-Rugby</p> <ul style="list-style-type: none"> Experiment with ways to control a ball Use different body parts to move/ hold a ball 	<p>Athletics</p> <ul style="list-style-type: none"> Jump from 1 foot and 2 Run to set places at speed 	<p>Tennis/ Cricket</p> <ul style="list-style-type: none"> Hold bats and rackets safely Hold a ball with hands Use different body parts to send a ball Experiment with how a ball feels on/ striking a racket Pick up and gather balls from the ground as quickly as possible Experiment with how to throw balls
	<ul style="list-style-type: none"> Hold shapes in static positions 	<ul style="list-style-type: none"> Explore changes in dynamics to speed, direction and body shapes 	<ul style="list-style-type: none"> Hold shapes in static positions 	<ul style="list-style-type: none"> Apply basic movement skills to different equipment 	<ul style="list-style-type: none"> Experiment with travelling movements 	<ul style="list-style-type: none"> Explore changes in dynamics to speed, direction and body shapes

Overview of Physical Education Curriculum

Year A 22/23

	Autumn Term I	Autumn Term II	Spring Term I	Spring Term II	Summer Term I	Summer Term II
Class 4 (Years 5 & 6)	<p>Football</p> <ul style="list-style-type: none"> • Beat a player by controlling the ball to pass to a teammate • Know when to send a ball or travel into space • Receive a pass and run forward into space • Travel with the ball in control, either using hands, sticks or feet • Applying turning techniques to escape an opponent, controlling the ball 	<p>Basketball</p> <ul style="list-style-type: none"> • Beat a player by bouncing the ball or using hands to control pass. • Know when to shoot in game contexts. • Applying turning techniques to escape an opponent whilst bouncing the ball 	<p>Hockey</p> <ul style="list-style-type: none"> • Beat a player by controlling the ball to pass to a teammate • Know when to send a ball or travel into space • Receive a pass and run forward into space • Travel with the ball in control, either using hands, sticks or feet • Applying turning techniques to escape an opponent, controlling the ball 	<p>Tag-Rugby</p> <ul style="list-style-type: none"> • Know when to send a ball or travel into space • Receive a pass and run forward into space • Travel with the ball in control, either using hands, sticks or feet 	<p>Athletics</p> <ul style="list-style-type: none"> • Apply sending technique when throwing a foam javelin/ primary shot put • Apply take off and landing techniques when competing in standing long jump and hop, step & jump • Modify pace of running according to distance covered • Use an athletic start position to sprint over short distances • Travel at speed over low hurdles. Transfer a baton at pace to run relay races as teams 	<p>Rounders & Cricket</p> <ul style="list-style-type: none"> • Send a ball with control to a target using bats and rackets • Send a ball with control over arm and by rolling into a target area • Strike a ball with control and aim, using a bat • Apply bowling techniques (underarm or overarm) to send a ball over varying distances • Vary quick and slow bowling for different purposes • Know when to run and when to hold when playing striking games • Retrieve a ball quickly and return to teammates
	<p>Brazilian Capoeira Dance</p> <ul style="list-style-type: none"> • Perform expressively using dynamic qualities and language • Select movements based on their aesthetic quality and creativity • Choose and imaginatively explore actions in response to a stimulus • Compose and perform dances with a partner, trios and small groups • Explain how movements connect to mood, gesture and expression, with reference to knowledge from other curriculum areas • Experience and distinguish between different styles and genre of movement 	<p>Body Shapes, Rolls, Holds & Balances</p> <ul style="list-style-type: none"> • Perform and create more complex patterns with twists, lifts, turns and rotations with control and balance • Show flexibility, strength, stamina, technique, control and balance • Perform specialised movements, such as cartwheel, with control and coordination 	<p>Space Dance (using last term's knowledge as base)</p> <ul style="list-style-type: none"> • Perform expressively using dynamic qualities and language • Select movements based on their aesthetic quality and creativity • Choose and imaginatively explore actions in response to a stimulus • Compose and perform dances with a partner, trios and small groups • Explain how movements connect to mood, gesture and expression, with reference to knowledge from other curriculum areas • Experience and distinguish between different styles and genre of movement 	<p>Travelling Between Shapes & Apparatus Into Sequences</p> <ul style="list-style-type: none"> • Show flexibility, strength, stamina, technique, control and balance • Perform specialised movements, such as cartwheel, with control and coordination • Use variety of different travels between movements, shapes and holds to build a sequence 	<p>Pilates for Self-Regulation</p> <ul style="list-style-type: none"> • Perform and create more complex patterns with twists, lifts, turns and rotations with control and balance • Show flexibility, strength, stamina, technique, control and balance 	<p>Outdoor & Adventurous Challenges</p> <ul style="list-style-type: none"> • Set personal goals related to physical challenges within adventurous activity. • Overcome physical challenges in new experiences • Have confidence to have a go at adventurous activities and understand own emotions related to nerves (eg height, darkness, water) • Collaborate with peers in challenging contexts to ensure all succeed.
	Autumn Term I	Autumn Term II	Spring Term I	Spring Term II	Summer Term I	Summer Term II
Class 3 (Years 3 & 4)	<p>Football</p> <ul style="list-style-type: none"> • Understand how to travel whilst controlling a ball with feet • Understand how to change direction whilst travelling with a ball • Change direction whilst controlling a ball • Send and receive a ball using hands and feet in a variety of ways • Shoot towards goals with feet/ sticks 	<p>Basketball</p> <ul style="list-style-type: none"> • Use underarm, overarm and rolling techniques to send a ball towards a target • Understand how to travel whilst bouncing a ball • Shoot using hands to control the ball 	<p>Hockey</p> <ul style="list-style-type: none"> • Understand how to change direction whilst travelling with a ball • Change direction whilst controlling a ball • Send and receive a ball using hands and feet in a variety of ways • Shoot towards goals with feet/ sticks 	<p>Tag Rugby</p> <ul style="list-style-type: none"> • Understand how to change direction whilst travelling with a ball • Change direction whilst controlling a ball • Send and receive a ball using hands and feet in a variety of ways 	<p>Athletics</p> <ul style="list-style-type: none"> • Understand how to travel quickly with obstacles in the way • Be able to hand over a baton • Change direction with contro. • Understand how to use take off and landing for distance and height 	<p>Rounders/ Cricket</p> <ul style="list-style-type: none"> • Send a ball underarm to a target • Send a ball to a target using bats and rackets • Know how to stop a rolling ball • Retrieve a ball over varying distances • Strike a ball using a bat • Send and receive a ball underarm and begin to use overarm technique

	Swimming – weekly session, 1 hour <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use recognisable strokes on the front and back; front crawl, backstroke and breaststroke perform safe self-rescue in different water-based situations. Understand how to enter water safely 		Roman Commands <ul style="list-style-type: none"> Develop imaginative movement ideas related to a theme or topic Try out new ideas and strategies Experiment with movement patterns and equipment Develop imaginative movement ideas related to a theme or topic Perform dances with a range of movement patterns 	Body Shapes, Rolls, Holds & Balances <ul style="list-style-type: none"> Change direction and speed to navigate around object/ person Demonstrate specialised skills across balance, travel and object control Vary dynamics of speed, direction, pathways, body shape and levels 	Growth Dance <ul style="list-style-type: none"> Develop imaginative movement ideas related to a theme or topic Perform dances with a range of movement patterns 	Travelling Between Shapes & Apparatus Into Sequences <ul style="list-style-type: none"> Demonstrate specialised skills across balance, travel and object control Link travelling movements between jumps and other shapes across levels. Vary dynamics of speed, direction, pathways, body shape and levels
	Autumn Term I	Autumn Term II	Spring Term I	Spring Term II	Summer Term I	Summer Term II
Class 2 (Years 1 & 2)	Football <ul style="list-style-type: none"> Control a ball to go in one direction Strike/ hit/ send a ball using different body parts 	Basketball <ul style="list-style-type: none"> Know how to hold bats and rackets in order to strike a ball Control a ball with hands Experiment with ways to send a ball 	Hockey <ul style="list-style-type: none"> K Control a ball to go in one direction Strike/ hit/ send a ball using different body parts Hold sticks appropriately to make contact with a ball 	Tag-Rugby <ul style="list-style-type: none"> Control a ball to go in one direction Strike/ hit/ send a ball using different body parts 	Athletics <ul style="list-style-type: none"> K Run and jump in set ways/ courses Change direction quickly Jump in different way. 	Rounders/ Cricket <ul style="list-style-type: none"> Know how to hold bats and rackets in order to strike a ball Control a ball with hands Experiment with ways to send a ball Strike a ball with different equipment Gather balls and return to key position Throw balls towards targets
	Body Shapes, Rolls, Holds & Balances <ul style="list-style-type: none"> Range of opportunities to extend balance, agility and coordination Explore varying dynamics of changes to speed, direction, pathways, body shape and levels 		Story Telling <ul style="list-style-type: none"> Explore basic body patterns and movements to music. Perform dances using simple movement patterns Perform basic movements in isolation and with control Navigate through space with different speeds, using objects 	Kenyan Maasai ‘Jumping’ Dance using text ‘Maasai and I’ by Virginia L. Kroll <ul style="list-style-type: none"> Explore basic body patterns and movements to music. Perform dances using simple movement patterns 	Travelling Between Shapes <ul style="list-style-type: none"> Link travelling moves that change direction and level Explore varying dynamics of changes to speed, direction, pathways, body shape and levels 	Apparatus Into Sequences <ul style="list-style-type: none"> Range of opportunities to extend balance, agility and coordination Link travelling moves that change direction and level Explore varying dynamics of changes to speed, direction, pathways, body shape and levels

Overview of Progression Within Upham CE Primary School Physical Education Curriculum

	Physical Aspect	Foundations in Year R within EYFS ELG	KS1	Lower KS2	Upper KS2	
Physical Movement	Fundamental Movement skills	<ul style="list-style-type: none"> Perform movement skills of run, jump, stop, throw, and catch in isolation Use movement skills in different contexts Navigate around space provided in different activities (See PD ELG Below) 	<ul style="list-style-type: none"> Develop fundamental movement skills to run, jump, stop, throw, and catch with confidence Change direction and speed to navigate around objects/person 	<ul style="list-style-type: none"> Apply and adapt movement skills of running, jumping, throwing and catching in multiple contexts, including team games Apply skills in combination (eg run, jump, stop and catch) Vary dynamics of movement, including changes of direction, speed, pathways, body shape Run, jump and throw in isolation and with power and speed for distance accuracy 	<ul style="list-style-type: none"> Execute movement skills with consistent control, precision and accuracy Perform a range of specialised skills in striking, rotation, shooting, throwing, dribbling and bowling Apply skills in challenging contexts with different equipment and effort Show variations in movement to adapt to changes in speed, levels, apparatus, people, force and part of the body (eg kick left and right) 	
	Specific control skills	Invasion Games	<ul style="list-style-type: none"> Experiment with ways to control a ball Use different body parts to move/ hold a ball 	<ul style="list-style-type: none"> Control a ball to go in one direction Strike/ hit/ send a ball using different body parts Hold sticks appropriately to make contact with a ball 	<ul style="list-style-type: none"> Understand how to travel whilst controlling a ball with feet Understand how to change direction whilst travelling with a ball Change direction whilst controlling a ball Send and receive a ball using hands and feet in a variety of ways Shoot towards goals with feet/ sticks 	<ul style="list-style-type: none"> Beat a player by controlling the ball to pass to a teammate Know when to send a ball or travel into space Receive a pass and run forward into space Travel with the ball in control, either using hands, sticks or feet Applying turning techniques to escape an opponent, controlling the ball
		Target Games	<ul style="list-style-type: none"> Hold bats and rackets safely Hold a ball with hands Use different body parts to send a ball 	<ul style="list-style-type: none"> Know how to hold bats and rackets in order to strike a ball Control a ball with hands Experiment with ways to send a ball 	<ul style="list-style-type: none"> Send a ball underarm to a target Use underarm, overarm and rolling techniques to send a ball towards a target Send a ball to a target using bats and rackets Understand how to travel whilst bouncing a ball Shoot using hands to control the ball 	<ul style="list-style-type: none"> Send a ball with control to a target using bats and rackets Send a ball with control over arm and by rolling into a target area Beat a player by bouncing the ball or using hands to control pass. Know when to shoot in game contexts. Applying turning techniques to escape an opponent whilst bouncing the ball
		Net/ Wall Games	<ul style="list-style-type: none"> Experiment with how a ball feels on/ striking a racket 	<ul style="list-style-type: none"> Make contact with a ball using a racket Send a ball using a racket towards a target/ opponent 	<ul style="list-style-type: none"> Send a ball using a forehand technique using a racket Send a ball using a backhand technique Send a ball over a net using comfortable striking positions Volley the ball over a net 	<ul style="list-style-type: none"> Apply forehand and backhand volley technique to send ball using a racket Use forward, backward and sideways movements in order to send the ball with a racket
		Athletic movement	<ul style="list-style-type: none"> Jump from 1 foot and 2 Run to set places at speed 	<ul style="list-style-type: none"> Run and jump in set ways/ courses Change direction quickly Jump in different ways 	<ul style="list-style-type: none"> Understand how to travel quickly with obstacles in the way Be able to hand over a baton Change direction with control Understand how to use take off and landing for distance and height 	<ul style="list-style-type: none"> Apply sending technique when throwing a foam javelin/ primary shot put Apply take off and landing techniques when competing in standing long jump and hop, step & jump Modify pace of running according to distance covered Use an athletic start position to sprint over short distances Travel at speed over low hurdles. Transfer a baton at pace to run relay races as teams

	Striking and Fielding	<ul style="list-style-type: none"> • Feel what striking balls feels like • Pick up and gather balls from the ground as quickly as possible • Experiment with how to throw balls 	<ul style="list-style-type: none"> • Strike a ball with different equipment • Gather balls and return to key position • Throw balls towards targets 	<ul style="list-style-type: none"> • Know how to stop a rolling ball • Retrieve a ball over varying distances • Strike a ball using a bat • Send and receive a ball underarm and begin to use overarm technique 	<ul style="list-style-type: none"> • Strike a ball with control and aim, using a bat • Apply bowling techniques (underarm or overarm) to send a ball over varying distances • Vary quick and slow bowling for different purposes • Know when to run and when to hold when playing striking games • Retrieve a ball quickly and return to teammates
	Agility & Balance	<ul style="list-style-type: none"> • Hold shapes in static positions • Experiment with travelling movements • Apply basic movement skills to different equipment 	<ul style="list-style-type: none"> • Range of opportunities to extend balance, agility and coordination • Link travelling moves that change direction and level • Explore varying dynamics of changes to speed, direction, pathways, body shape and levels 	<ul style="list-style-type: none"> • Change direction and speed to navigate around object/ person • Demonstrate specialised skills across balance, travel and object control • Link travelling movements between jumps and other shapes across levels. • Vary dynamics of speed, direction, pathways, body shape and levels 	<ul style="list-style-type: none"> • Perform and create more complex patterns with twists, lifts, turns and rotations with control and balance • Show flexibility, strength, stamina, technique, control and balance • Perform specialised movements, such as cartwheel, with control and coordination • Use variety of different travels between movements, shapes and holds to build a sequence
	Aspects specific to year groups	<p>Early Learning Goal for Gross Motor Skills:</p> <ul style="list-style-type: none"> • 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>Swimming (full progression to these NC Expectations & beyond below)</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use recognisable strokes on the front and back; front crawl, backstroke and breaststroke • perform safe self-rescue in different water-based situations. • Understand how to enter water safely 	<ul style="list-style-type: none"> • Outdoor & Adventurous Activities & Challenges - take part in outdoor and adventurous activity challenges both individually and within a team • Set personal goals related to physical challenges within adventurous activity. • Overcome physical challenges in new experiences • Have confidence to have a go at adventurous activities and understand own emotions related to nerves (eg height, darkness, water) • Collaborate with peers in challenging contexts to ensure all succeed.
	Creative Physicality	<ul style="list-style-type: none"> • Explore changes in dynamics to speed, direction and body shapes 	<ul style="list-style-type: none"> • Explore basic body patterns and movements to music. • Perform dances using simple movement patterns • Perform basic movements in isolation and with control • Navigate through space with different speeds, using objects 	<ul style="list-style-type: none"> • Develop imaginative movement ideas related to a theme or topic • Try out new ideas and strategies • Experiment with movement patterns and equipment • Develop imaginative movement ideas related to a theme or topic • Perform dances with a range of movement patterns 	<ul style="list-style-type: none"> • Perform expressively using dynamic qualities and language • Select movements based on their aesthetic quality and creativity • Choose and imaginatively explore actions in response to a stimulus • Compose and perform dances with a partner, trios and small groups • Explain how movements connect to mood, gesture and expression, with reference to knowledge from other curriculum areas • Experience and distinguish between different styles and genre of movement

Compete & Perform	Competition	<ul style="list-style-type: none"> Follow routines or instructions with support 	<ul style="list-style-type: none"> Participate in team games, developing tactics for attacking and defending Know the term competition and what it means to compete fairly Participate in a team, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> Show sportsmanship through fairness and respect for play Understand principles of attacking and defending in game contexts 	<ul style="list-style-type: none"> Have knowledge of a variety of different competitive games: their structure, rules and roles within them Apply principles of attacking and defending confidently Understand the rules of activities and games and suggest own to make tasks easier or harder
	Performing	<ul style="list-style-type: none"> Respond to different stimuli to develop movement Think about whether they enjoyed an activity or not Try activities and recognise when they go well or not 	<ul style="list-style-type: none"> Apply skills to perform to different audiences Discuss the work completed by themselves and others Suggest their ideas to a team/ group Experiment with their work and evaluate with others 	<ul style="list-style-type: none"> Apply skills under increasing pressure responding to the specific rules of the activity Describe and evaluate work completed by others Suggest ideas for how they can develop own and others work Use subject specific vocabulary to describe detail of improvements to performance 	<ul style="list-style-type: none"> Set personal bests and targets that change across activity content Use specific vocabulary to evaluate performance Describe, analyse, interpret and evaluate others work, with understanding of the techniques/ skills used Adapt performances to suit an audience Suggest parts of a game that need improving and begin to suggest strategies and practices in which to do this Self-differentiate and challenge their own work independently Refine their own work and others using criteria
Working independently & Collaborating		<ul style="list-style-type: none"> Communicate ideas, thoughts and feelings with others (Contributes towards ELG Building Relationships) Work and play cooperatively and take turns with others; Show sensitivity to their own and to others' needs.) 	<ul style="list-style-type: none"> Participate in team games Work successfully in small groups Work with others to adapt or change skills Communicate in turn with others 	<ul style="list-style-type: none"> Confidently work towards a goal with others in small group or partnership Confidently take on different roles in different activities including officiating and organisation Set up equipment/ tasks for their group Work collaboratively in small groups to perform activities Learn from mistakes with support Talk about how improvements could be made using some subject specific vocabulary Introduce concept of personal best 	<ul style="list-style-type: none"> Work with others and communicate their ideas and feelings positively and with growing confidence Identify their own and collective strengths and weaknesses as part of a team Confidently discuss and share group ideas Lead on tasks and activities Listen to others contributions in team contexts Ensure everyone is included in activity Work towards improving personal bests with personal goals
Health & Fitness	Developing active lifestyles	<ul style="list-style-type: none"> Have confidence to have a go at a range of physical activities (Contributes towards ELG Self Regulation) Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;) 	<ul style="list-style-type: none"> Begin to understand what happens to our bodies during exercise Try new activities confidently Keep trying when things are becoming more challenging 	<ul style="list-style-type: none"> Respond to demands of an activity with speed, stamina, suppleness and strength Make connections in physical learning to wider curriculum areas (language, science, art, music) Recognise activities which build speed stamina and strength and why these are important Recognise how strength and fitness can affect performance 	<ul style="list-style-type: none"> Identify different aspects of fitness required to take part in physical activity Understand why physical activity is important for physical and mental health and there are many ways to achieve this. Sustain participation in physically demanding activity Use understanding of fitness and health to make informed decisions to support daily and long term health Know that there are different ways to be physically active
	Safety & self respect	<ul style="list-style-type: none"> Follow warm ups and cool downs Understand obvious risks, such as throwing, to others 	<ul style="list-style-type: none"> Be aware of the need for warming up and cooling down Understand how own actions could affect the safety of others 	<ul style="list-style-type: none"> Know that different activities will affect the body in different ways Know and describe effects of exercise short and long term on the body Know and describe what effective warm-up and cool down is and how to do this safely Can work safely and with due consideration (including aquatic environment) 	<ul style="list-style-type: none"> Plan and lead warm up and cool down activities to suit the demands of the activity Link scientific understanding and knowledge to importance of warm up/ cool down and exercise Consider safe practice and the welfare of others in all activities Organise equipment and space safely and independently

Specific Disciplinary Progression/ Methodology:

<u>NC Expectations for Swimming</u>	Becoming Confident	Water Confidence	Developing Skills	Achieved NC Aims	Exceeding NC Aims – Refining Strokes Especially for Year 4 during second cycle
swim competently, confidently and proficiently over a distance of at least 25 metres	<ul style="list-style-type: none"> Starting to enter water more confidently 	<ul style="list-style-type: none"> Width with float 	<ul style="list-style-type: none"> Unaided width/ 10m 25m with float 	<ul style="list-style-type: none"> Unaided 25m 	<ul style="list-style-type: none"> Refined strokes 25m+ Front crawl/ backstroke/ breast stroke
use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	<ul style="list-style-type: none"> Starting to play games involving lifting feet off floor 	<ul style="list-style-type: none"> Elements of stroke eg leg kick with float 	<ul style="list-style-type: none"> Elements of stroke 	<ul style="list-style-type: none"> Front & back recognisable strokes Able to manage pace for longer distance and breath appropriately (eg underwater trickle) 	<ul style="list-style-type: none"> With full breathing – pace and control All 4 widths of recognisable stroke+ underwater Appropriately pace for distance to ensure steady speed (ie maintaining technique)
perform safe self-rescue in different water-based situations.	<ul style="list-style-type: none"> Can stand up to gain balance. Can exit the pool safely Can enter the pool safely Safe behaviour around poolside eg not running 	<ul style="list-style-type: none"> Can enter water safely Can float face up (using float) Can exit pool independently 	<ul style="list-style-type: none"> Can enter water safely can move from upright positions into floating and back to upright 	<ul style="list-style-type: none"> Treading water 30sec and reaching safety Can float face up without float Can enter deep water safely Can make a controlled entrance eg straddle jump 	<ul style="list-style-type: none"> Can enter deep water safely Treading water efficiently over longer periods of time

<p><u>Progression Sequence within Gymnastics:</u></p> <p>It depends on the physical development and the extent to which basic movement skills have been developed/ secured that dictates how far children might progress with holds/ rolls etc. Therefore the specifics of each are not planned for within the progression map, just the sequence.</p>	<p>Learn 5 basic shapes the body can make:</p> <ul style="list-style-type: none"> Tuck Star Straddle Long, Pike <p>3 Roll types:</p> <ul style="list-style-type: none"> Along length of body, Tucked shape roll Teddy-bear roll, legs apart rolling to shoulder <p>Hold Types:</p> <ul style="list-style-type: none"> Dish holds (on front) Arch hold (on back) Hand support front Hand support back Shoulder hold, legs raised vertically Bridge shape <p>Balances</p> <ul style="list-style-type: none"> Numbers of body parts Holding for period of time Paired or group – braced Resting on/ using each other as base/ upper <p>Other movements that could be taught to some children with good core strength, balance and control:</p> <ul style="list-style-type: none"> Forward roll Cartwheel Handstand 	<p>Linking the movements using travels</p> <ul style="list-style-type: none"> From one shape to another Incorporating another move or shape Fast or slow High or low Jumps and landings Variation of take-offs Across equipment 	<p>Incorporating simple apparatus into sequences/ hold so that the shape extends that from the body and the particular hold/ positioning needs to be considered:</p> <ul style="list-style-type: none"> Hoops Balls Ribbons
Gymnastic Unit Titles:	Body Shapes, Rolls, Holds & Balances	Travelling Between Shapes	Apparatus Into Sequences