**Physical Education**

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| **Prior Learning:**  30-50 Months:   * Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. * Mounts stairs, steps or climbing equipment using alternate feet. * Walks downstairs, two feet to each step while carrying a small object. * Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. * Can stand momentarily on one foot when shown. * Can catch a large ball.   40-60 Months:   * Experiments with different ways of moving. * Jumps off an object and lands appropriately. * Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. * Travels with confidence and skill around, under, over and through balancing and climbing equipment. * Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. * Shows a preference for a dominant hand. * Begins to use anticlockwise movement and retrace vertical lines.   *Reference Document:* [*https://www.foundationyears.org.uk/files/2012/03/Early\_Years\_Outcomes.pdf*](https://www.foundationyears.org.uk/files/2012/03/Early_Years_Outcomes.pdf) | | | | | | | | |
| National Curriculum (2014) | EYFS | | KS1 | | KS2 | | | |
| **Statutory ELG: Gross Motor Skills**  Children at the expected level of development will:   * 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.   **Statutory ELG: Managing Self**  Children at the expected level of development will:   * Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | | 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.  Pupils should be taught to:   * master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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. | | 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.  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. | | | |
| **Autumn 1** | | | | | | | | |
| **Term** | **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **NC Strands:** | **Introduction to PE:**  . 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. | **Fundamentals Unit 1:**  . 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. | **Fundamentals Year 1:**  **.** Master basic movements including running, jumping and throwing.  . Develop balance, agility and co-ordination and begin to apply these to a range of activities. | **Fundamentals Year 2:**  **.** Master basic movements including running, jumping and throwing.  . Develop balance, agility and co-ordination and begin to apply these in a range of activities. | **Handball:**  . 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. | **Hockey:**  . Use running, jumping and catching in isolation and in combination.  . Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | **Tag Rugby:**  . Use running, jumping and catching in isolation and in combination.  . Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | **Netball:**  . Use running, jumping and catching in isolation and in combination.  . Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. |
| Autumn 1 | **Introduction to PE:**    **Skills:**  **Problem Solving:** move different body parts at the same time.    **Navigational Skills:** move around safely and with control. Change direction.  Have an awareness of others and items in the teaching space.  **Communication:**  take turns when instructed.  **Rules: t**o store equipment safely when not in use.  **Knowledge:**  **Problem Solving**: Children will learn to make simple decisions in response to a task.  **Navigational Skills:** Children will learn that moving into space away from others and leaving a gap when following a path will help to keep them safe.  **Communication:** Children will learn that talking with a partner will help them to solve challenges e.g. 'let's go to the green hoop next'.  **Rules:** Children will learn that rules help to keep us safe.  **Reflection:** Children will begin to identify when they are successful. | **Fundamentals Unit 1:**  **Skills:**  **Running:** explore running and stopping. Explore changing direction safely.  **Balancing:** explore balancing whilst stationary and on the move.  **Jumping:** begin to explore take off and landing safely.  **Hopping:** explore hopping on both feet. Skipping: explore skipping as a travelling action  **Knowledge:**  **Running:** know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.  **Balancing:** know that I can hold my arms out to help me to balance.  **Jumping:** know that bending my knees will help me to land safely.  **Hopping:** understand that I use one foot to hop.  **Skipping:** know that if I hop then step that will help me to skip | **Fundamentals Year 1:**  **Skills:**  **Running:** explore changing direction and dodging. Discover how the body moves at different speeds.  **Balancing:** move with some control and balance. Explore stability and landing safely.  **Jumping**: demonstrate control in take off and landing when jumping.  **Hopping:** begin to explore hopping in different directions.  **Skipping:** show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.  **Knowledge**  **Running:** understand that bending my knees will help me to change direction. Understand that if I swing my arms, it will help me to run faster.  **Balancing:** know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.    **Jumping:** know that landing on the balls of my feet helps me to land with control.  **Hopping:** know that I should hop with a soft bent knee.  **Skipping:** know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm. | **Fundamentals Year 2:**  **Skills**  **Running:** demonstrate balance when changing direction. Clearly show different speeds when running.  **Balancing:** demonstrate balance when performing movements.  **Jumping:** demonstrate jumping for distance, height and in different directions.  **Hopping:** demonstrate hopping for distance, height and in different directions.  **Skipping:** explore single and double bounce when jumping in a rope.  **Knowledge**  **Running:** know that bending my knees helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.  **Balancing:** understand that squeezing my muscles helps me to balance.  **Jumping:** know that swinging my arms forwards will help me to jump further.  **Hopping:** know that if I look straight ahead it will stop me falling over when I land.  **Skipping:** know that I should swing opposite arm to leg to help me balance when skipping without a rope. | **Handball**  **Skills:**  **Sending & receiving**: explore s&r abiding by the rules of the game.  **Dribbling**: explore dribbling the ball abiding by the rules of the game under some pressure.  **Space**: develop using space as a team.  **Attacking**: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.  **Defending**: develop tracking opponents to limit their scoring opportunities.  **Knowledge:**  **Sending & receiving**: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.  **Dribbling**: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.  **Space**: know that by spreading out as a team, we move the defenders away from each other.  **Attacking and defending:** know my role as an attacker and defender.  **Tactics**: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.  **Rules**: know the rules of the game and begin to apply them. | **Hockey**  **Skills:**  **Sending & receiving**: develop passing techniques appropriate to the game with increasing success. Catch and receive a ball with feet/object with increasing success.  **Dribbling**: link dribbling the ball with other actions and change direction whilst dribbling with some control.  **Space**: develop moving into space to help my team.  **Attacking**: change direction to lose an opponent with some success.  **Defending**: develop defending one on one and begin to intercept.  **Knowledge:**  **Sending & receiving**: know that cushioning a ball will help me to control it when receiving it.  **Dribbling**: know that protecting the ball as I dribble will help me to maintain possession.  **Space**: know that moving into space will help my team keep possession and score goals.  **Attacking**: recognise when to pass and when to shoot.  **Defending**: know when to mark and when to attempt to win the ball.  **Tactics**: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.  **Rules**: know and understand the rules to be able to manage our own game. | **Tag Rugby**  **Skills:**  **Sending & receiving**: develop control when s&r under pressure.  **Dribbling**: dribble with some control under pressure.  **Space**: explore moving to create space for themselves and others in their team.  **Attacking**: use a variety of techniques to lose an opponent e.g. change of direction or speed.  **Defending**: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.  **Knowledge:**  **Sending & receiving**: know that not having a defender between myself and a ball carrier enables me to s&r with better control. Dribbling: know that dribbling in different directions will help to lose a defender.  **Space**: know that by moving to space even if not receiving the ball will create space for a teammate.  **Tactics**: understand the need for tactics and identify when to use them in different situations.  **Rules**: understand and apply rules in a variety of invasion games whilst playing and officiating. | **Netball**  **Skills:**  **Sending & receiving:** s&r consistently using a range of techniques with increasing control under pressure.  **Dribbling**: dribble consistently using a range of techniques with increasing control under pressure.  **Space**: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.  **Attacking**: confidently change direction to lose an opponent.  **Defending**: use a variety of defending skills (tracking, interception) in game situations.  **Knowledge:**    **Sending & receiving**: understand and make quick decisions about when, how and who to pass to.  **Dribbling**: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.  **Space**: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.  **Tactics**: know how to create and apply a tactic for a specific situation or outcome.  **Rules**: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating. |
| **Introduction to PE Unit 1:**  avoid backwards forwards freeze safe sideways space stop partner | **Fundamentals Unit 1:**  Balance, bend, direction, hop, space, stop, travel, jump land, run, safe | **Vocabulary**  **Fundamentals Year 1:**  Dodge, jog, ready position, skip, swing | **Vocabulary**  **Fundamentals Year 2:**  Hurdle, speed, sprint, take off, weight | **Vocabulary:**  **Invasion:**  Accurate, communicate, control, court, intercept, invasion, opposition, pitch, receiver, referee, teamwork, technique, tournament, umpire. | **Vocabulary:**  **Invasion:**  Accelerate, cushion, decision, delay, deny, gain, limit, momentum, obstruct, offside, onside, option, pressure, protect, support, tackle, timing. | **Vocabulary:**  **Invasion:**  Angle, ball carrier, barrier, close down, create, dominant, drive, maintain, rebound, situation, stance, sporting behaviour, sportsmanship. | **Vocabulary:**  **Invasion:**  Abide, appropriate, assess, ball side, consecutive, consistently, contest, define, dictate, draw, extend, react, transition, turnover. |

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| **Autumn 2** | | | | | | | | |
| **NC Strands:** | **Dance Unit 1:**  . Negotiate space and obstacles safely, with consideration for themselves and others;  . Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | **Dance Unit 2 Reception:**  . Negotiate space and obstacles safely, with consideration for themselves and others;  . Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | **Dance Year 1:**  . Perform dances using simple movement patterns. | **Dance Year 1:**  . Perform dances using simple movement patterns. | **Dance Year 3**  . Perform dances using a range of movement patterns. | **Dance Year 4**  . Perform dances using a range of movement patterns. | **Dance Year 5**  . Perform dances using a range of movement patterns. | **Dance Year 6**  . Perform dances using a range of movement patterns. |
| Autumn 2 | **Dance Unit 1:**  **Skills:**  **Actions:** explore movement using different parts of the body at the same time.  **Dynamics:** explore how sequences and patterns relate to music and rhythm.  **Space:** move around safely and with control. Have an awareness of others in the teaching area.  **Knowledge:**  **Actions:** learn how I can move my body in different ways.  **Dynamics:** know that sequences and patterns of movement can relate to music.  **Space:** understand how to find a space to keep me and others safe. | **Dance Unit 2 Reception:**  **Skills:**  **Actions:** explore how my body moves. Copy basic body actions and rhythms.  **Dynamics:** explore actions in response to music and an idea.  **Space:** begin to explore pathways and the space around me and in relation to others.  **Performance:** perform short phrases of movement in front of others.  **Knowledge:**  **Actions:** understand that I can move my body in different ways to create interesting actions.  **Dynamics:** understand that I can change my action to show an idea.  **Space:** know that if I move into space, it will help to keep me and others safe.  **Performance:** know that when watching others I sit quietly and clap at the end.  **Strategy:** know that if I use lots of space, it helps to make my dance look interesting. | **Dance Year 1:**  **Skills:**  **Actions:** copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.  **Dynamics:** explore varying speeds to represent an idea.  **Space:** explore pathways within my performance.  **Relationships:** begin to explore actions and pathways with a partner.  **Performance:** perform on my own and with others to an audience.  **Knowledge:**  **Actions:** understand that actions can be sequenced to create a dance.  **Dynamics:** understand that I can create fast and slow actions to show an idea.  **Space**: understand that there are different directions and pathways within space.  **Relationships:** understand that when dancing with a partner, it is important to be aware of each other and keep in time.  **Performance:** know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.  **Strategy:** know that if I use exaggerated actions, it helps the audience to see them clearly. | **Dance Year 2:**  **Skills:**  **Actions:** accurately remember, repeat and link actions to express an idea.  **Dynamics:** develop an understanding of dynamics.  **Space:** develop the use of pathways and travelling actions to include levels.  **Relationships:** explore working with a partner using unison, matching and mirroring.  **Performance:** develop the use of facial expressions in my performance.  **Knowledge**  **Actions:** know that sequencing actions in a particular order will help me to tell the story of my dance.  **Dynamics:** understand that I can change the way I perform actions to show an idea.  **Space:** know that I can use different directions, pathways and levels in my dance.  **Relationships:** know that using counts of 8 will help me to stay in time with my partner and the music.  **Performance**: know that using facial expressions helps to show the mood of my dance.  **Strategy:** know that if I practice my dance, my performance will improve. | **Dance Year 3:**  **Skills:**  **Actions**: create actions in response to a stimulus individually and in groups.  **Dynamics**: use dynamics effectively to express an idea.  **Space**: use direction to transition between formations.  **Relationships**: develop an understanding of formations.  **Performance**: perform short, self-choreographed phrases showing an awareness of timing.  **Knowledge:**  **Actions**: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.  **Dynamics**: understand that all actions can be performed differently to help to show effect.  **Space**: understand that I can use space to help my dance to flow.  **Relationships**: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.  **Performance**: understand that I can use timing techniques such as canon and unison to create effect.  **Strategy**: know that if I show sensitivity to the music, my performance will look more complete. | **Dance Year 4:**  **Skills:**  **Actions**: respond imaginatively to a range of stimuli related to character and narrative.  **Dynamics**: change dynamics confidently within a performance to express changes in character.  **Space**: confidently use changes in level, direction and pathway.  **Relationships**: use action and reaction to represent an idea.  **Performance**: perform complex dances that communicate narrative and character well, performing clearly and fluently.  **Knowledge:**  **Actions**: understand that some actions are better suited to a certain character, mood or idea than others.  **Dynamics**: understand that some dynamics are better suited to a certain character, mood or idea than others.  **Space**: understand that space can be used to express a certain character, mood or idea.  **Relationships:** understand that some relationships are better suited to a certain character, mood or idea than others.  **Performance**: know that being aware of other performers in my group will help us to move in time.  **Strategy**: know that I can select from a range of dance techniques to translate my idea. | **Dance Year 5:**  **Skills:**  **Actions**: choreograph dances by using, adapting and developing actions and steps from different dance styles.  **Dynamics**: confidently use dynamics to express different dance styles.  **Space**: confidently use direction and patterning to express different dance styles.  **Relationships**: confidently use formations, canon and unison to express a dance idea.  **Performance**: perform dances expressively, using a range of performance skills, showing accuracy and fluency.  **Knowledge:**  **Actions:** understand that different dance styles utilise selected actions to develop sequences in a specific style.  **Dynamics**: understand that different dance styles utilise selected dynamics to express mood.  **Space**: understand that space relates to where my body moves both on the floor and in the air.  **Relationships**: understand that different dance styles utilise selected relationships to express mood.  **Performance**: understand what makes a performance effective and know how to apply these principles to my own and others’ work.  **Strategy**: know that if I use dance principles it will help me to express an atmosphere or mood. | **Dance Year 6:**  **Skills:**  **Actions**: show controlled movements which express emotion and feeling.  **Dynamics:** explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.  **Space and relationships**: use a variety of compositional principles when creating my own dances.  **Performance**: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.  **Knowledge:**  **Actions**: understand that actions can be improved with consideration to extension, shape and recognition of intent.  **Dynamics**: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.  **Space and relationships**: know that combining space and relationships with a prop can help me to express my dance idea.  **Performance**: understand how a leader can ensure our dance group performs together.  **Strategy**: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience. |
| **Vocabulary**  Move, space, action, direction, shake, bend, high, space, count, low, twist | **Vocabulary**  Actions, beat. Counts, direction, fast, finish, position, high, low, quickly, shape, slowly, start, position, travel | **Vocabulary**  balance, beat, copy, fast, level, pathway, pose, timing | **Vocabulary**  create, expression, mirroring, speed, dynamics, matching, perform, unison | **Vocabulary**  Canon, explore, extend, feedback, formation, interact. | **Vocabulary**  Action and reaction, flow, order, performance, phrase, relationship, represent, rhythm, structure. | **Vocabulary**  Choreograph, choreography, collaboratively, genre, motif, posture, quality, transition. | **Vocabulary**  Aesthetic, express, freeze frame, inspiration, mood, refine, rehearse, stimulus, style. |
| **Spring 1** | | | | | | | | |
| **NC Strands:** | **Gymnastics Unit 1:**  . 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. | **Gymnastics Unit 2:**  . 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. | **Gymnastics Year 1:**  . Master basic movements as well as developing balance, agility and co-ordination. | **Gymnastics Year 2:**  . Master basic movements as well as developing balance, agility and co-ordination. | **Gymnastics Year 3:**  **.** Develop flexibility, strength, technique, control and balance. | **Gymnastics Year 4:**  **.** Develop flexibility, strength, technique, control and balance. | **Gymnastics Year 5:**  **.** Develop flexibility, strength, technique, control and balance. | **Gymnastics Year 6:**  **.** Develop flexibility, strength, technique, control and balance. |
| Spring 1 | **Gymnastics Unit 1:**  **Skills:**  **Shapes:** explore creating different shapes with my body at different levels.  **Balances:** explore different shapes in stillness using different body parts.  **Travel:** explore directions I can travel in the space.    **Knowledge:**  **Shapes:** know that I can copy and create shapes with my body.  **Balances:** begin to know that I should hold shapes to show balancing.  **Travel:** know that I can travel in different ways safely and on different equipment. | **Gymnastics Unit 2:**  **Skills**  **Shapes:** show contrast with my body including wide/narrow, straight/curved.  **Balances:** explore shapes in stillness using different parts of my body and on different equipment.  **Rolls:** explore rocking and rolling.  **Jumps:** explore jumping safely.  **Knowledge:**  **Shapes**: understand that I can make different shapes with my body.  **Balances:** know that I should be still when holding a balance.  **Rolls:** know that I can change my body shape to help me to roll.  **Jumps:** know that bending my knees will help me to land safely.  **Strategy:** know that if I hold a shape and count to five people will see it clearly. | **Gymnastics Year 1:**  **Skills**  **Shapes:** explore basic shapes straight, tuck, straddle, pike.  **Balances**: perform balances making my body tense, stretched and curled.  **Rolls:** explore barrel, straight and forward roll progressions.  **Jumps:** explore shape jumps, including jumping off low apparatus.  **Knowledge:**  **Shapes:** understand that I can improve my shapes by extending parts of my body.  **Balances:** know that balances should be held for 5 seconds.  **Rolls:** know that I can use different shapes to roll.  **Jumps:** know that landing on the balls of my feet helps me to land with control.  **Strategy:** know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended. | **Gymnastics Year 2:**  **Skills**  **Shapes:** explore using shapes in different gymnastic balances.  **Balances:** remember, repeat and link combinations of gymnastic balances.  **Rolls:** explore barrel, straight and forward roll and put into sequence work.  **Jumps:** explore shape jumps and take off combinations.  **Knowledge:**  **Shapes:** know that some shapes link well together.  **Balances:** understand  that squeezing my muscles helps me to balance.  **Rolls:** understand that there are different teaching points for different rolls.  **Jumps:** understand that looking forward will help me to land with control.  **Strategy:** know that if I use shapes that link well together, it will help my sequence to flow. | **Gymnastics Year 3:**  **Skills**  **Shapes**: explore matching and contrasting shapes.  **Balances**: explore point and patch balances and transition smoothly into and out of them.  **Rolls**: develop the straight, barrel, and forward roll.  **Jumps**: develop stepping into shape jumps with control.  **Knowledge:**  **Shapes**: understand how to use body tension to make my shapes look better.  **Balances**: understand that I can make my balances look interesting by using different levels.  **Rolls**: understand the safety considerations when performing more difficult rolls.  **Jumps**: understand that I can change the take off and shape of my jumps to make them look interesting.  **Strategy**: know that if I use different levels it will help to make my sequence look interesting. | **Gymnastics Year 4:**  **Skills**  **Shapes**: develop the range of shapes I use in my sequences.  **Inverted movements**: develop strength in bridge and shoulder stand.  **Balances**: develop control and fluency in individual and partner balances.  **Rolls**: develop the straight, barrel, forward and straddle roll and perform them with increased control.  **Jumps**: develop control in performing and landing rotation jumps.  **Knowledge:**  **Shapes**: understand how shapes can be used to improve my sequence.  **Inverted movements**: know that inverted movements are actions in which my hips go above my head.  **Balances**: know how to keep myself and others safe when performing partner balances.  **Rolls**: understand that I can keep the shape of my roll using body tension.  **Jumps**: know that I can control my landing by landing toes first, looking forwards and bending my knees.  **Strategy**: know that if I use different directions it will help to make my sequence look interesting. | **Gymnastics Year 5:**  **Skills**  **Shapes**: perform shapes consistently and fluently linked with other gymnastic actions.  **Inverted movements**: develop bridge and shoulder stand, explore progressions of a cartwheel.  **Balances**: explore symmetrical and asymmetrical balances.  **Rolls**: develop control in the straight, barrel, forward, straddle and backward roll.  **Jumps**: select a range of jumps to include in sequence work.  **Knowledge:**  **Shapes**: understand that shapes underpin all other skills.  **Inverted movements**: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.  **Balances**: understand how to use contrasting balances to make my sequences look interesting.  **Rolls**: understand that I need to work within my own capabilities and this may be different to others.  **Jumps**: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.  **Strategy**: know that if I use different pathways, it will help to make my sequence look interesting. | **Gymnastics Year 6:**  **Skills**  **Shapes**: combine and perform gymnastic shapes more fluently and effectively.  **Inverted movements**: develop control in progressions of a handstand, cartwheel, bridge and shoulder stand. Balances: explore counter balance and counter tension.  **Rolls**: develop fluency and consistency in the straddle, forward and backward roll.  **Jumps**: combine and perform a range of gymnastic jumps more fluently and effectively.  **Knowledge:**  **Shapes**: know which shapes to use for each skill. Inverted movements: understand that spreading my weight across a base of support will help me to balance.  **Balances**: know where and when to apply force to maintain control and balance.  **Rolls**: understand that I can use momentum to help me to roll and where that momentum comes from.  **Jumps**: understand that taking off from two feet will give me more height and therefore more time in the air.  **Strategy**: know that if I use changes in formation it will help to make my sequence look interesting. |
| **Vocabulary**  Balance, hold, jump, copy, squeeze, star, still, straight, land, balance | **Vocabulary**  Around, copy, roll, hold, over, shape, still, through, bend, jump, rock, squeeze, straight | **Vocabulary**  action, control, direction, level, speed | **Vocabulary**  link, pathway, pike, sequence, straddle, tuck | **Vocabulary**  Body tension, contrast, extend, flow, landing position, match, patch, point, take off. | **Vocabulary**  Bridge, fluidly, inverted, momentum, perform, rotation, shoulder stand, stability, wrist grip. | **Vocabulary**  Asymmetrical, cannon, cartwheel, decide, extension, identity, mirroring, observe, performance, quality, stable, symmetrical, synchronisation, transition. | **Vocabulary**  Aesthetics, competent, contrasting, counter balance, counter tension, engage, execution, flight, formation, handstand, progression, refine, structure, vault. |

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| **Spring 2:** | | | | | | | | |
| **NC Strands:** | **Ball Skills Unit 1:**  . Negotiate space and obstacles safely, with consideration for themselves and others;  . Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | **Ball Skills Unit 2:**  . Negotiate space and obstacles safely, with consideration for themselves and others;  . Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | **Net and Wall Games Year 1:**  . Master basic movements including throwing and catching.  . Participate in team games, developing simple tactics for attacking and defending. | **Net and Wall Games Year 2:**  . Master basic movements including throwing and catching.  . Participate in team games, developing simple tactics for attacking and defending. | **Tennis**  **Year 3:**  . Use running, jumping, throwing and catching in isolation and in combination.  . Play competitive games, modified were appropriate and apply basic principles suitable for attacking and defending. | **Tennis**  **Year 4:**  . Use running, jumping, throwing and catching in isolation and in combination.  . Play competitive games, modified were appropriate and apply basic principles suitable for attacking and defending. | **Tennis**  **Year 5:**  . Use running, jumping, throwing and catching in isolation and in combination.  . Play competitive games, modified were appropriate and apply basic principles suitable for attacking and defending. | **Tennis**  **Year 6:**  . Use running, jumping, throwing and catching in isolation and in combination.  . Play competitive games, modified were appropriate and apply basic principles suitable for attacking and defending. |
| Spring 2 | **Ball Skills Unit 1:**  **Sending:** explore rolling an object with hands and feet.  **Catching**: begin to take turns catching and passing the ball through throw and bounce.  **Tracking:** begin to explore stopping the ball with different parts of body.  **Knowledge:**  **Sending:** begin to understand that I need to look at the target when sending a ball.  **Catching:** know that I need to be ready to catch the ball by looking at the ball and begin to have my hands out ready.  **Tracking:** begin to know to watch the ball as it comes towards me and scoop it with two hands. | **Ball Skills Unit 2:**  **Skills**  **Sending:** explore sending an object with hands and feet.  **Catching**: explore catching to self and with a partner.  **Tracking:** explore stopping a ball with hands and feet.  **Dribbling**: explore dropping and catching with two hands and moving a ball with feet.  **Knowledge:**  **Sending:** know to look at the target when sending a ball.  **Catching:** know to have hands out ready to catch.  **Tracking:** know to watch the ball as it comes towards me and scoop it with two hands.  **Dribbling:** know that keeping the ball close will help with control. | **Net and Wall Games Year 1:**  **Skills**  **Hitting:** explore hitting a dropped ball with a racket.  **Feeding:** throw a ball over a net to land into the court area.  **Rallying:** explore sending a ball with hands and a racket.  **Footwork**: use the ready position to move towards a ball.  **Knowledge:**  **Hitting:** know to use the centre of the racket for control.  **Feeding:** know to use an underarm throw to feed to a partner.  **Rallying:** know that throwing/hitting to my partner with not too much power will help them to return the ball.  **Footwork:** know that using a ready position will help me to move in any direction.  **Tactics:** know that tactics can help us to be successful when playing games.  **Rules:** know that rules help us to play fairly. | **Net and Wall Games Year 2:**  **Skills**  **Hitting:** develop hitting a dropped ball over a net. Feeding: accurately underarm throw over a net to a partner.  **Rallying:** explore underarm rallying with a partner catching after one bounce.  **Footwork:** consistently use the ready position to move towards a ball.  **Knowledge:**  **Hitting:** know to watch the ball as it comes towards me to help me to prepare to hit it.  **Feeding:** know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.  **Rallying:** know that sending the ball towards my partner will help me to keep a rally going.  **Footwork**: know that using a ready position helps me to react quickly and return/catch a ball.  **Tactics:** understand that applying simple tactics makes it difficult for my opponent.  **Rules:** know how to score points and follow simple rules. | **Tennis**  **Year 3:**  **Skills**  **Shots**: explore returning a ball using shots such as the forehand and backhand.  **Rallying**: explore rallying using a forehand.  **Footwork**: consistently use and return to the ready position in between shots.  **Knowledge:**  **Shots**: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.  **Rallying**: know that hitting towards my partner will help them to return the ball easier and keep the rally going.  **Footwork**: know that moving to the middle of my court will enable me to cover the most space.  **Tactics**: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.  **Rules**: know the rules of the game and begin to apply them | **Tennis**  **Year 4:**  **Skills**  **Shots**: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.  **Rallying**: develop rallying using both forehand and backhand with increased technique.  **Footwork**: begin to use appropriate footwork patterns to move around the court.  **Knowledge:**  **Shots**: understand when to play a forehand and a backhand and why.  **Rallying**: know that moving my feet to the ball will help me to hit in a more balanced position, therefore increasing the accuracy of my shot.  **Footwork**: know that getting my feet in the right position will help me to balance before playing a shot.  **Tactics**: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points.  **Rules**: know and understand the rules to be able to manage our own game | **Tennis**  **Year 5:**  **Skills**  **Shots**: develop the range of shots used in a variety of games.  **Serving**: develop the range of serving techniques appropriate to the game.  **Rallying**: use a variety of shots to keep a continuous rally.  **Footwork**: demonstrate effective footwork patterns to move around the court.  **Knowledge:**  **Shots**: know which skill to choose for the situation e.g. a volley if the ball is close to the net.  **Serving**: know that serving is how to start a game or rally and use the rules applied to the activity for serving.  **Rallying**: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.  **Footwork**: know that using small, quick steps will allow me to adjust my stance to play a shot.  **Tactics**: understand the need for tactics and identify when to use them in different situations.  **Rules:** understand and apply rules in a variety of net and wall games whilst playing and officiating. | **Tennis**  **Year 6:**  **Skills**  **Shots**: demonstrate increased success and technique in a variety of shots.  **Serving**: serve accurately and consistently.  **Rallying**: successfully apply a variety of shots to keep a continuous rally.  **Footwork**: demonstrate a variety of footwork patterns relevant to the game I am playing.  **Knowledge:**  **Shots**: understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net, if I have just moved my opponent to the back of the court.  **Serving**: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. Rallying: understand how to play different shots depending on if a rally is co-operative or competitive.  **Footwork**: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot.  **Tactics**: understand when to apply some tactics for attacking and/or defending. Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating |
| **Vocabulary**  Bounce, catch, dribble, hit, kick, points, roll, run, safely, score, space, target, throw | **Vocabulary**  Partner, ready, ball, catch, safely, throw, space, target | **Vocabulary**  Net, racket, ready position, track, underarm | **Vocabulary**  Against, defend, quickly, receive, return, trap | **Vocabulary**  Backhand, competition, control, cooperation, court, face, forehand, opponent, opposition, rally, react, tactic. | **Vocabulary**  Alternative, co-operative, compete, contact, continuous, deny, extend, receiver, reflect, swing. | **Vocabulary**  Adjust, baseline, communicate, consectuive, create, cushion, dominant, grip, groundstroke, non-dominant, option, pressure, readjust, release, serve, situation, sportsmanship, technique. | **Vocabulary**  Abide, appropriate, direct, doubles, footwork, limit, opposing, placement, prepare, recover, service, stance, thrust. |

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| **Summer 1:** | | | | | | | | |
| **NC Strands:** | **Games Unit 1:**  . 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. | **Games Unit 2:**  . 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. | **Striking and Fielding Year 1:**  . Master basic movements including throwing and catching.  . Participate in team games, developing simple tactics for attacking and defending. | **Striking and Fielding Year 2:**  . Master basic movements including throwing and catching.  . Participate in team games, developing simple tactics for attacking and defending. | **Cricket**  **Year 3:**  . Use running, jumping, throwing and catching in isolation and in combination.  . Play competitive games, modified were appropriate and apply basic principles suitable for attacking and defending. | **Rounders**  **Year 4:**  . Use running, jumping, throwing and catching in isolation and in combination.  . Play competitive games, modified were appropriate and apply basic principles suitable for attacking and defending. | **Cricket**  **Year 5:**  . Use running, jumping, throwing and catching in isolation and in combination.  . Play competitive games, modified were appropriate and apply basic principles suitable for attacking and defending. | **Rounders**  **Year 6:**  . Use running, jumping, throwing and catching in isolation and in combination.  . Play competitive games, modified were appropriate and apply basic principles suitable for attacking and defending. |
| Summer 1 | **Games Unit 1:**  **Skills**  **Striking:** explore sending a ball to a partner.  T**hrowing and catching:**  explore rolling, throwing and catching using a variety of equipment.  **Knowledge:**  **Striking:** know to point my hand at my target when striking a ball.  **Throwing and catching:** know to point my hand at my target when throwing. Know to have hands out ready to catch.  **Rules:** know that rules help us to stay safe. | **Games Unit 2:**  **Skills**  **Throwing:** explore throwing using a variety of equipment.  **Fielding:** explore tracking and stopping a rolling ball.  **Catching:** explore catching using a variety of equipment.  **Knowledge:**  **Throwing:** know to point my hand at my target when throwing.  **Catching**: know to have hands out ready to catch.  **Tactics:** make simple decisions in response to a task. Rules: know that rules help us to stay safe. | **Striking and Fielding Year 1:**  **Skills**  **Striking:** explore striking a ball with their hand and equipment.  **Fielding:** develop tracking and retrieving a ball.  **Throwing:** explore technique when throwing over and underarm.  **Catching:** develop co-ordination and technique when catching.  **Knowledge:**  **Striking:** understand that the harder I strike, the further the ball will travel.  **Fielding:** know that throwing the ball back is quicker than running with it.  **Throwing:** know which type of throw to use to throw over longer distances.  **Catching:** know to watch the ball as it comes towards me.  **Tactics:** know that tactics can help us when playing games.  **Rules:** know that rules help us to play fairly. | **Striking and Fielding Year 2:**  **Skills**  **Striking:** develop striking a ball with their hand and equipment with some consistency.  **Fielding:** develop tracking a ball and decision making with the ball.  **Throwing:** develop co-ordination and technique when throwing over and underarm.  **Catching:** catch with two hands with some co-ordination and technique.  **Knowledge:**  **Striking:** understand the role of a batter. Know that striking quickly will increase the power.  **Fielding:** understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.  **Throwing:** know that stepping with opposite foot to throwing arm will help me to balance.  **Catching:** know to use wide fingers and pull the ball in to my chest to help me to securely catch.  **Tactics:** understand and apply simple tactics for attack (batting) and defence (fielding).  **Rules:** know how to score points and follow simple rules. | **Cricket**  **Year 3:**  **Skills**  **Striking**: begin to strike a bowled ball after a bounce with different equipment.  **Fielding**: explore bowling to a target and fielding skills to include a two-handed pick up.  **Throwing**: use overarm and underarm throwing in game situations.  **Catching**: catch with some consistency in game situations.  **Knowledge:**  **Striking**: know that striking to space away from fielders will help me to score.  **Fielding**: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.  **Throwing**: understand that being balanced before throwing will help to improve the accuracy of the throw.  **Catching**: know to move my feet to the ball.  **Tactics**: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.  **Rules**: know the rules of the game and begin to apply them. | **Rounders**  **Year 4:**  **Skills**  **Striking**: develop batting technique with a range of equipment.  **Fielding**: develop bowling with some consistency, abiding by the rules of the game.  **Throwing**: use overarm and underarm throwing with increased consistency in game situations.  **Catching**: begin to catch with one and two hands with some consistency in game situations.  **Knowledge:**  **Striking**: know that using the centre of the bat will provide the most control and accuracy.  **Fielding**: know that it is easier to field a ball that is coming towards me rather than away so set up accordingly.  **Throwing**: know that keeping my elbow high and stepping with my opposite foot will help to increase the power.  **Catching**: know to track the ball as it is thrown to help to improve the consistency of catching.  **Tactics**: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points.  **Rules**: know and understand the rules to be able to manage our own game | **Cricket**  **Year 5:**  **Skills**  **Striking**: explore defensive and driving hitting techniques and directional batting.  **Fielding**: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.  **Throwing**: demonstrate good technique when using a variety of throws under pressure.  **Catching**: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.  **Knowledge:**  **Striking**: understand that stance is important to allow me to be balanced as I hit.  **Fielding**: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.  **Throwing**: understand where to throw the ball in relation to where a batter is.  **Catching**: understand when to use a close catch technique or deep catch technique.  **Tactics**: understand the need for tactics and identify when to use them in different situations.  **Rules**: understand and apply rules in a variety of striking and fielding games whilst playing and officiating. | **Rounders**  **Year 6:**  **Skills**  **Striking**: strike a bowled ball with increasing accuracy and consistency.  **Fielding**: use a wider range of fielding skills with increasing control under pressure.  **Throwing**: consistently demonstrate good technique in throwing skills under pressure.  **Catching**: consistently demonstrate good technique in catching skills under pressure.  **Knowledge:**  **Striking**: understand that the momentum and power for striking comes from legs as well as arms.  **Fielding**: know which fielding action to apply for the situation.  **Throwing and catching**: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.  **Tactics**: understand and apply some tactics in the game as a batter, bowler and fielder. Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating. |
| **Vocabulary**  Catch, caught, jog, rules, safe, run, team, score, throw, turn space | **Vocabulary**  Aim, gallop, hit, hop, jump, lose, partner, run safely, stop, tag, target, team | **Vocabulary**  Batter, batting, bowl, bowler, fielder, fielding, hit, out, overarm, ready position, track, underarm | **Vocabulary**  Backstop, collect, runs, stump, tactics, teammate | **Vocabulary**  Accuracy, caught out, grip, no ball, run out, short barrier, strike, technique, tournament, umpire, wicket. | **Vocabulary**  Compete, cushion, decision, limit, momentum, pressure, retrieve. | **Vocabulary**  Backing up, close catch, deep catch, long barrier, situation, stance. | **Vocabulary**  Abide, appropriate, assess, collaborate, consecutive, consistently. |

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| **Summer 2:** | | | | | | | | |
| **NC Strands:** | **Sports Day 1** . 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. | **Sports Day 2**  . 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. | **Athletics Year 1:**  . Master basic movements including running, jumping and throwing.  . Develop balance, agility and coordination and begin to apply these in a range of activities. | **Athletics Year 2:**  . Master basic movements including running, jumping and throwing.  . Develop balance, agility and coordination and begin to apply these in a range of activities. | **Athletics Year 3:**  . Use running, jumping and throwing in isolation and in combination.  . Develop flexibility, strength, technique, control and balance. | **Athletics Year 4:**  . Use running, jumping and throwing in isolation and in combination.  . Develop flexibility, strength, technique, control and balance. | **Athletics Year 5:**  . Use running, jumping and throwing in isolation and in combination.  . Develop flexibility, strength, technique, control and balance. | **Athletics Year 6:**  . Use running, jumping and throwing in isolation and in combination.  . Develop flexibility, strength, technique, control and balance. |
| Summer 2 | **Sports Day Activities** | **Sports Day Activities** | **Athletics Year 1:**  **Skills:**  **Running:** explore running at different speeds.  **Jumping:** develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.  **Throwing:** explore throwing for distance and accuracy.  **Knowledge:**  **Running**: understand that if I swing my arms, it will help me to run faster.  **Jumping:** know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees, it will help me to jump further.  **Throwing:** know that stepping forward with my opposite foot to hand will help me to throw further.  **Rules**: know that rules help us to play fairly. | **Athletics Year 2:**  **Skills:**  **Running:** develop the sprinting action.  **Jumping:** develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.  **Throwing:** develop overarm throwing for distance  **Knowledge:**  **Running:** know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.  **Jumping:** know that swinging my arms forwards will help me to jump further.  **Throwing:** know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.  **Rules:** know how to follow simple rules when working with others. | **Athletics Year 3:**  **Skills:**  **Running**: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.  **Jumping**: know that if I jump and land quickly it will help me to jump further.  **Throwing**: understand that the speed of the movement helps to create power.  **Rules**: know the rules of the event and begin to apply them.  **Knowledge:**  **Running**: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.  **Jumping**: know that if I jump and land quickly it will help me to jump further. Throwing: understand that the speed of the movement helps to create power.  **Rules**: know the rules of the event and begin to apply them | **Athletics Year 4:**  **Skills:**  **Running**: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.  **Jumping**: develop technique when jumping for distance.  **Throwing**: explore power and technique when throwing for distance in a pull and heave throw.  **Knowledge:**  **Running**: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.  **Jumping**: understand that transferring weight will help me to jump further. Throwing: understand that transferring weight will help me to throw further.  **Rules**: know and understand the rules to be able to manage our own events. | **Athletics Year 5:**  **Skills:**  **Running**: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.  **Jumping**: explore technique and rhythm in the triple jump.  **Throwing**: Develop technique and power in javelin and shot put.  **Knowledge:**  **Running**: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances.  **Jumping**: know that if I drive my knees high and fast I can build power and therefore distance in my jumps.  **Throwing**: know how to transfer my weight in different throws to increase the distance.  **Rules**: understand and apply rules in a variety of events using official equipment. | **Athletics Year 6:**  **Skills:**  **Running**: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.  **Jumping**: develop power, control and technique in the triple jump.  **Throwing**: develop power, control and technique when throwing discus and shot put.  **Knowledge:**  **Running**: understand that I need to prepare my body for running and know the muscle groups I will need to use.  **Jumping**: understand that a run up builds speed and power and enables me to jump further.  **Throwing**: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.  **Rules**: understand and apply rules in events that pose an increased risk. |
|  |  | **Vocabulary**  Control, further, leap, overarm, quickly, time, underarm, walk | **Vocabulary**  Aim, distance, far, height, landing, spring, take off | **Vocabulary**  Accuracy, baton, event, personal best, power, relay speed, strength, technique. | **Vocabulary**  Heave, launch, measure, official, officiate, pace, record, stamina, stride, transfer of weight. | **Vocabulary**  Approach, changeover, consistent, dominant, drive, field, force, javelin, momentum, short put, track. | **Vocabulary**  Discus, explosive, fling, grip, maximum, meet, pattern, phrase, release, rhythm, stance strategy |

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| Swimming | **Swimming Year 4:**  **Step 1**  **Skills:**  **Strokes**: can swim over a 10m distance with a buoyancy aid.  **Breathing**: can submerge confidently in the water.  **Water safety**: become aware of water safety and explore floating on my front and back.  **Knowledge:**  **Strokes**: understand that using cupped hands will help me to swim as the water cannot escape between my fingers.  **Breathing**: know that I need to take a big breath before submerging.  **Water safety**: understand that floating can help me to stay safe.  **Rules**: know that walking on poolside helps to keep me safe.  **Step 2**  **Skills:**  **Strokes**: begin to use arms and legs together, more effectively across the water unaided.  **Breathing**: begin to explore breathing in sync with my kicking action.  **Water safety**: demonstrate an awareness of water safety and float on my front and on my back.  **Knowledge:**  **Strokes**: understand that moving my arms quickly will help me to pass through the water.  **Breathing**: know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater.  **Water safety**: understand that floating uses less energy than swimming.  **Rules**: know how to safely enter and exit the pool.  **Step 3**  **Skills:**  **Strokes**: explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.  **Breathing**: begin to explore front crawl breathing technique.  **Water safety**: explore techniques for personal survival to include survival strokes such as sculling and treading water  **Knowledge:**  **Strokes**: know that lifting my hips will help me to stay afloat whilst swimming.  **Breathing**: know that turning my head to the side to breathe will allow me to swim with good technique.  **Water safety**: know that treading water enables me to keep upright and in the same space.  **Rules**: know that the water should be clear of swimmers before entering. | **Swimming Year 5:**  **Step 4**  **Skills:**  **Strokes**: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.  **Breathing**: demonstrate improved breathing technique in front crawl.  **Water safety**: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water  **Knowledge:**  **Strokes**: understand that keeping my legs together for crawl helps me to stay straight in the water.  **Breathing**: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath.  **Water safety**: know what to do if I fall in the water.  **Rules**: understand the water safety rules.  **Step 5**  **Skills:**  **Strokes**: demonstrate increased technique in a range of stokes, swimming over a distance of 25m.  **Breathing**: explore underwater breaststroke breathing technique over a distance of 25m.  **Water safety**: explore safety techniques to include the H.E.L.P and huddle positions.  **Knowledge:**  **Strokes**: understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster.  **Breathing**: know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides.  **Water safety**: know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.  **Rules**: understand rules in and around water.  **Step 6**  **Skills:**  **Strokes**: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m.  **Breathing**: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.  **Water safety**: perform a variety of survival techniques.  **Knowledge:**  **Strokes**: understand that making my body streamlined helps me to glide through the water.  **Breathing**: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.  **Water safety**: know which survival technique to use for the situation.  **Rules**: understand that different environments have different rules to keep us safe around water. |
| **Vocabulary**  **Step 1**  Back, blow, breath, bubbles, front, kick, rules, safety, splash, travel.  **Step 2**  Enter, exist, float, glide, pull.  **Step 3**  Backstroke, breaststroke, floating, front crawl, HELP position, handstand, huddle, sidestroke, sinking, stoke, surface, surface dive, tactics, technique, treading water, water safety. | **Vocabulary**  **Step 4**  Alternate, buoyancy, rotation, sculling, submerge, survival.  **Step 5**  Continuously, dolphin kick, endurance, exhale, flutter kick, inhale, outstretch, personal best, retrieve, somersault, synchronised.  **Step 6**  Afloat, buoyant, conserve, flexed, motion, propel, streamline. |