



Curriculum Progression Map

PE-Dance



Year group		Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers Cross curricular links VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
F1	After 1 term in F1	<ul style="list-style-type: none"> I can walk confidently. I can run but sometimes fall. I can stand on one foot with support. I can control my whole body and am able to negotiate space and objects. I can run safely on my whole foot. 	Move Music Movement Stop Go Space Dance Music Create Arms Legs Hands Faces Feet Shapes Listen	<ul style="list-style-type: none"> Take off and put on shoes, socks and coats- Find a space to work in Stay within boundaries Observe the effects of physical activity on their bodies Travel around in a variety of ways, safely negotiating spaces - running, slithering, rolling, shuffling, crawling, walking, jumping, skipping, hopping, sliding Health and Wellbeing -Knowledge of how to keep healthy through physical activity and notice some changes to the body through this
	After 2 terms in F1	<ul style="list-style-type: none"> I can move to music and express myself. I can stop confidently when moving around the environment and can now run safely. I can move spontaneously within available space. I can squat with steadiness to rest and rise to my feet without using my hands. I can respond and move to rhythm and music. 		
	By the end of F1	<ul style="list-style-type: none"> I can stand momentarily on one foot when shown. I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. I can negotiate space successfully, adjusting speed or direction to avoid obstacles. I can enjoy joining in with dancing and ring games. I can begin to move rhythmically. I can imitate movement in response to music. I can develop preferences for forms of expression. I can use movement to express feelings. I can create movement in response to music. I can move to the speed of the music. 		
F2	After 1 term in F2	<ul style="list-style-type: none"> I can stand momentarily on one foot when shown. I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. I can negotiate space successfully. 	Travel Fast Slow Direction Space Respond Create Move Feel Happy Sad Scared Excited Sequence Evaluate Improve Audience Control	<ul style="list-style-type: none"> Get dressed and undressed for PE independently Find a space and use it appropriately Stay within boundaries Travel safely and with confidence in a variety of ways Adjust speed and direction to avoid

		<ul style="list-style-type: none"> I can enjoy joining in with dancing and ring games. I can begin to move rhythmically. I can imitate movement in response to music. I can move to the speed of the music. 		<p>obstacles</p> <p>-Know the importance of keeping healthy and ways this can be achieved</p> <p>- Observe the effects of physical activity on their bodies</p> <p>Health and Wellbeing -Knowledge of how to keep healthy through physical activity and know how and why some changes occur to the body through this</p>
	After 2 terms in F2	<ul style="list-style-type: none"> I can negotiate space successfully. I can travel with confidence and skill around. I can use movement to express feelings. I can create movement in response to music. 		
	By the end of F2	<ul style="list-style-type: none"> I can show good control and co-ordination in large and small movements. I can move confidently in a range of ways, safely negotiating space. I can dance, and experiment with ways of changing them. I can represent my own ideas, thoughts and feelings through dance. I can create a sequence of movements to tell a story. I can talk about what I liked about a dance. I can carry out an improvement to a dance. 		
Year 1	<p>NC Pupils should be taught:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, turning as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities perform dances using simple movement patterns. <p><i>Skills</i></p> <p>-Perform dances using simple movement patterns</p> <p>-Respond to contrasting pieces of music (speed, mood)</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> Know how to learn isolated dance steps/ movements (whilst copying the teacher). Know how to sequence some of the isolated dance steps/ movements and independently perform these simple movement patterns. Know how to respond to the speed and mood of different/ contrasting music through their independent movements. 		<p>Travel Stillness Direction Space</p> <p>Body parts Levels Speed Isolated</p> <p>dance steps, movements, simple movement pattern, mood, independent movements</p>	<p>-Get changed for PE independently</p> <p>-Find and use space safely and appropriately</p> <p>-Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running</p> <p>-Change speed and direction whilst avoiding obstacles</p> <p>-Recognise the bodily changes that occur during exercise</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>

Year 2	<p>NC Pupils should be taught:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, turning as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities perform dances using simple movement patterns. <p><i>Skills:</i></p> <ul style="list-style-type: none"> -Perform dances using simple movement patterns -Respond to contrasting pieces of music (speed, mood) <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> Know how to learn isolated dance steps/ movements (whilst copying the teacher). Know how to sequence some of the isolated dance steps/ movements and independently perform these simple movement patterns. Know how to respond to the speed and mood of different/ contrasting music through their independent movements. 	<p>Travel Stillness Direction Space Body parts Levels Speed Isolated dance steps, movements, simple movement patterns, speed, mood, independent movements</p>	<ul style="list-style-type: none"> -Get changed for PE independently -Find and use space safely and appropriately -Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running -Change speed and direction whilst avoiding obstacles -Recognise the bodily changes that occur during exercise Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle.
Year 3	<p>NC Pupils should be taught to</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><i>Skills</i></p> <ul style="list-style-type: none"> -Work both individually and with others to sequence different movements in response to music <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> Know how to learn more complex, coordinated dance steps/ movements (as modelled by the teacher). Know how to sequence some coordinated dance steps/ movements both independently and as part of a group to perform different movement patterns. Know how to respond to the speed and mood of different/ contrasting music through their independent movements. 	<p>+ Space Repetition Action and reaction Pattern Co-ordinated dance steps, movements, movement patterns, speed, mood, contrasting music</p>	<ul style="list-style-type: none"> -Find and use space safely and appropriately -Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with increasing control -Change speed and direction whilst avoiding obstacles with increasing control -Provide reasons for why we warm up Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.

<p>Year 4</p>	<p><i>NC Pupils should be taught to</i></p> <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><i>Skills</i></p> <p>-Work both individually and with others to sequence different movements in response to music</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> Know how to learn more complex, coordinated dance steps/ movements (as modelled by the teacher). Know how to sequence some of the coordinated dance steps/ movements both independently and as part of a group to perform different movement patterns. Know how to respond to the speed and mood of different/ contrasting music through their independent movements. 	<p>+ Space Repetition Action and reaction Pattern Co-ordinated dance steps, movements, movement patterns, speed, mood, contrasting music</p>	<p>-Find and use space safely and appropriately</p> <p>-Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with increasing control</p> <p>-Change speed and direction whilst avoiding obstacles with increasing control</p> <p>-Provide reasons for why we warm up</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>
<p>Year 5</p>	<p><i>NC Pupils should be taught to</i></p> <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><i>Skills</i></p> <p>-Create and perform more complex dance routines in a range of dance styles and forms both individually and as part of a group</p> <p>-Find and use space safely and appropriately</p> <p>-Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with significant control</p> <p>-Change speed and direction whilst avoiding obstacles with significant control</p> <p>-Provide scientific reasons for why we warm up and how this links scientifically to the respiratory and circulatory system</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> Know how to create and perform more complex coordinated dance steps/ movements. Know how to create, sequence, choreograph and perform more complex coordinated dance steps/ movements both independently and as part of a group. Know how to create a dance with a start position, middle performance and end position. 	<p>+ Dance style Technique Pattern Rhythm Variation Unison Canon Action Reaction Perform, choreograph, co-ordinated dance steps, movements, movement patterns, speed, mood, contrasting music</p>	<p>-Find and use space safely and appropriately</p> <p>-Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with significant control</p> <p>-Change speed and direction whilst avoiding obstacles with significant control</p> <p>-Provide scientific reasons for why we warm up and how this links scientifically to the respiratory and circulatory system</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>
<p>Year 6</p>	<p><i>NC Pupils should be taught to</i></p> <ul style="list-style-type: none"> perform dances using a range of movement patterns 	<p>+ Dance style Technique Pattern Rhythm Variation Unison Canon Action Reaction Space, levels, canon,</p>	<p>-Find and use space safely and appropriately</p> <p>-Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with significant control</p>

	<ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><i>Skills</i></p> <ul style="list-style-type: none"> Create and perform more complex dance routines in a range of dance styles and forms both individually and as part of a group Find and use space safely and appropriately Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with significant control Change speed and direction whilst avoiding obstacles with significant control Provide scientific reasons for why we warm up and how this links scientifically to the respiratory and circulatory system <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> Know how to create and perform more complex coordinated dance steps/ movements. Know how to create, sequence, choreograph and perform more complex coordinated dance steps/ movements both independently and as part of a group. Know how to create a dance with a start position, middle performance and end position. Know how to use space, levels, canon, unison, expression, meaning, solo and duets within their choreography. 	<p>unison, expression, meaning, solo, duets, perform, choreograph, co-ordinated dance steps, movements, movement patterns, speed, mood, contrasting music</p>	<p>-Change speed and direction whilst avoiding obstacles with significant control</p> <p>-Provide scientific reasons for why we warm up and how this links scientifically to the respiratory and circulatory system</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>
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Curriculum Progression Map

PE-Gymnastics

Year group		Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers Cross curricular links VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
FI	After 1 term in FI	<ul style="list-style-type: none"> I can climb onto furniture. I can walk upstairs with my hand held. I can squat to pick up toys. I can climb into a large chair and turn to sit. 	Balance Foot Walk Climb Travel Move Galloping Travelling sideways Forwards Backwards Rolling Bear walking Crawling Shuffling Sliding	<ul style="list-style-type: none"> Take off and put on shoes, socks and coats Find a space to work in Stay within boundaries Observe the effects of physical activity on

		<ul style="list-style-type: none"> I can stand on one foot with support. I can control my whole body and am able to negotiate space and objects. 	Move Arms Legs Hands Faces Feet Shapes Listen	their bodies - Travel around in a variety of ways, safely negotiating spaces - running, slithering, rolling, shuffling, crawling, walking, jumping, skipping, hopping, sliding
	After 2 terms in F1	<ul style="list-style-type: none"> I can stop confidently when moving around the environment and can now run safely. I can move spontaneously within available space. I can squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands. I can walk upstairs or downstairs holding onto a rail, two feet on a step. 		
	By the end of F1	<ul style="list-style-type: none"> I can stand momentarily on one foot when shown. I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. I can negotiate space successfully, adjusting speed or direction to avoid obstacles. 		
F2	After 1 term in F2	<ul style="list-style-type: none"> I can stand momentarily on one foot when shown. I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. I can negotiate space successfully, adjusting speed or direction to avoid obstacles. I can walk across a bench. 	Bench Sequence Land Name of basic equipment/resources Still Respond Create Move Control Balance Safety Evaluate Improve Audience Control Gymnast	- Get dressed and undressed for PE independently - Find a space and use it appropriately - Stay within boundaries - Travel safely and with confidence in a variety of ways - Adjust speed and direction to avoid obstacles - Know the importance of keeping healthy and ways this can be achieved - Observe the effects of physical activity on their bodies Aspiration - Talking about famous gymnasts and watching their routines for ideas to create and improve own
	After 2 terms in F2	<ul style="list-style-type: none"> I can travel with confidence and skill around, under, over and through balancing and climbing equipment. I can balance on one foot on a bench. I can jump off the end of a bench and land appropriately. I can travel in different ways across a bench. 		
	By the end of F2	<ul style="list-style-type: none"> I can show good control and co-ordination in large and small movements. I can move confidently in a range of ways, safely negotiating space. I can create a sequence of movements on a bench. I can talk about what I liked about a sequence of movements. I can carry out an improvement to a sequence of movements. 		
Year 1	NC Pupils should be taught: <ul style="list-style-type: none"> master basic movements including rolling, as well as developing balance, agility and co-ordination, and begin to 		Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow Hold, balance, high, low, balance beam, straight line,	- Get changed for PE independently - Find and use space safely and appropriately - Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running

	<p>apply these in a range of activities</p> <p>Skills:</p> <ul style="list-style-type: none"> -Demonstrate good body balance -Change speed and levels whilst moving around an area -Demonstrate and recognise gymnastic shapes - e.g curled/straight -Perform a neat gymnastic jump from equipment to the floor -Create a simple sequence on both the floor and apparatus -Perform a gymnastic jump from equipment to the floor -Demonstrate knowledge of how to be safe when using gymnastic apparatus <p>Knowledge:</p> <ul style="list-style-type: none"> • Know how to hold and balance in different positions (e.g. high, low, balance beam and straight line). • Know different techniques to support when balancing (e.g. arms out, head still etc.). • Know different jumps and shapes such as star, tuck, pike and straight. • Know how to safely and confidently jump off equipment. • Know how to land and hold with bent knees and good balance. • Know how to safely use all apparatus (e.g. A-frame, stools and monkey bars). • Know speed levels 	<p>techniques, balancing, arms out, head still, jumps, shapes, star, tuck, pike, straight, safely, jump, bent knees, good balance, safely, apparatus, A frame, stools, monkey bars</p>	<p>-Change speed and direction whilst avoiding obstacles</p> <p>-Recognise the bodily changes that occur during exercise</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>
Year 2	<p>NC Pupils should be taught:</p> <ul style="list-style-type: none"> • master basic movements including rolling, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>Skills:</p> <ul style="list-style-type: none"> -Change speed and levels whilst moving around an area -Demonstrate and recognise gymnastic shapes - e.g curled/straight -Perform a neat gymnastic jump from equipment to the floor -Create a simple sequence on both the floor and apparatus -Perform a gymnastic jump from equipment to the floor -Demonstrate knowledge of how to be safe when using gymnastic apparatus <p>Knowledge:</p> <ul style="list-style-type: none"> • Know how to hold and balance in different situations (e.g. high, low, balance beam and straight line). • Know different techniques to support when balancing (e.g. arms out, head still etc.). • Know different jumps and shapes such as star, tuck, pike and straight. • Know how to safely and confidently jump off equipment. • Know how to land and hold with bent knees and good balance. • Know how to safely use all apparatus (e.g. A-frame, stools and monkey bars). • Know speed levels 	<p>Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow Hold, balance, high, low, balance beam, straight line, techniques, balancing, arms out, head still, jumps, shapes, star, tuck, pike, straight, safely, jump, bent knees, good balance, safely, apparatus, A frame, stools, monkey bars</p>	<p>-Get changed for PE independently</p> <p>-Find and use space safely and appropriately</p> <p>-Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running</p> <p>-Change speed and direction whilst avoiding obstacles</p> <p>-Recognise the bodily changes that occur during exercise</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>
Year 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for 	<p>Stretch push pull step spring crawl still slowly tall long forwards high low roll copy jump land balance Co-ordinate, skills, flexibility, strength,</p>	<p>-Find and use space safely and appropriately</p> <p>-Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with increasing control</p> <p>-Change speed and direction whilst avoiding</p>

	<p>example, through athletics and gymnastics]</p> <ul style="list-style-type: none"> 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. <p>Skills:</p> <ul style="list-style-type: none"> Develop flexibility, strength, control, balance and technique Travel different ways on a bench beam showing balance and control Perform a simple gymnastics sequence (with a clear start and finish point) on the floor Observe and provide feedback on other people's performances Demonstrate knowledge of how to be safe when using gymnastic apparatus <p>Knowledge:</p> <ul style="list-style-type: none"> Know how to coordinate different skills (e.g. flexibility, strength, control, balance and technique) to be successful on apparatus and on the floor. Know how to travel along apparatus in different ways, showing balance and control. Know different rolls (e.g. teddy bear, front roll etc.). Know different jumps and shapes such as star, tuck, pike and straight. Know how to safely and confidently jump off apparatus. Know how to land and hold with bent knees and good balance. Know how to safely use all apparatus (e.g. A-frame, stools and monkey bars). Know how to create a sequence of gymnastic movements on the floor with a clear starting and finishing position. Know how to give constructive feedback in order to improve an individual's technique. 	<p>control, balance, technique, apparatus, balance, control, rolls, teddy bear, front roll, jumps, shapes, star, tuck, pike, straight, safely, jump, bent knees, good balance, safely, apparatus, A frame, stools, monkey bars, sequence, gymnastic movements, floor, position, feedback, technique</p>	<p>obstacles with increasing control</p> <ul style="list-style-type: none"> Provide reasons for why we warm up Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.
<p>Year 4</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 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. <p>Skills:</p> <ul style="list-style-type: none"> Develop flexibility, strength, control, balance and technique Travel different ways on a bench or beam showing balance and control Perform a simple complex gymnastics sequence (with a clear start and finish point) on the floor Observe and provide feedback on other people's performances Demonstrate knowledge of how to be safe when using gymnastic apparatus Demonstrate an ability to self-reflect on using equipment safely <p>Knowledge:</p> <ul style="list-style-type: none"> Know how to coordinate different skills (e.g. flexibility, strength, 	<p>Stretch push pull step spring crawl still slowly tall long forwards high low roll copy jump land balance Co-ordinate, skills, flexibility, strength, control, balance, technique, apparatus, balance, control, rolls, teddy bear, front roll, jumps, shapes, star, tuck, pike, straight, safely, jump, bent knees, good balance, safely, apparatus, A frame, stools, monkey bars, sequence, gymnastic movements, floor, position, feedback, technique, body shapes, beam, dips, lunges, dismount, self-reflect</p>	<ul style="list-style-type: none"> Find and use space safely and appropriately Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with increasing control Change speed and direction whilst avoiding obstacles with increasing control Provide reasons for why we warm up Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.

	<p>control, balance and technique) to be successful on apparatus and on the floor.</p> <ul style="list-style-type: none"> • Know how to travel along apparatus in different ways, showing balance and control. • Know different jumps and shapes such as star, tuck, pike and straight. • Know different rolls (e.g. teddy bear, front roll etc.). • Know how to safely and confidently jump off apparatus. • Know how to land and hold with bent knees and good balance. • Know how to safely use all apparatus (e.g. A-frame, stools and monkey bars). • Know how to create a sequence of gymnastic movements on the floor and with balance beams with a clear starting and finishing position (e.g. walk along the beam showing a variety of body shapes such as dips and lunges then a standard dismount). • Know how to give constructive feedback in order to improve an individual's technique. • Know how to self-reflect on how to improve safety points and technique when using the apparatus. 		
Year 5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • 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. <p>Skills:</p> <ul style="list-style-type: none"> - Develop flexibility, strength, control, balance and technique - Create and perform gymnastics routines using both the floor and apparatus demonstrating a good technique using a range of shapes, jumps, travels and rolls - Demonstrate knowledge of how to be safe when using gymnastic apparatus - Utilise command tasks to allow self-led problem solving showing understanding of how to utilise apparatus to complete simple challenges. - Use clear communications skills to develop a plan to problem solve and self-evaluate when using the apparatus <p>Knowledge:</p> <ul style="list-style-type: none"> • Know how to explain how they are combining different/ multiple skills (e.g. flexibility, strength, control, balance and technique) to be successful on apparatus and on the floor. • Know how to travel along apparatus in different ways, showing balance and control. • Know new jumps and shapes such as half turns, full turns, stretch and straddle. • Know different rolls (e.g. teddy bear, front roll etc.) and movements (animals such as bear, spider, rabbit, duck and caterpillar). • Know how to explain how they are coordinating different skills 	<p>Muscles Joints</p> <p>Symmetrical/asymmetrical Rotation</p> <p>Turn Shape Landing Take-off Flight</p> <p>Performance/evaluation Half turn, full turn, stretch, straddle, co-ordinate, skills, flexibility, strength, control, balance, technique, apparatus, balance, control, rolls, teddy bear, front roll, jumps, shapes, star, tuck, pike, straight, safely, jump, bent knees, good balance, safely, apparatus, A frame, stools, monkey bars, sequence, gymnastic movements, floor, position, feedback, technique, body shapes, beam, dips, lunges, dismount, self- reflect</p>	<p>-Find and use space safely and appropriately</p> <p>-Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with significant control</p> <p>-Change speed and direction whilst avoiding obstacles with significant control</p> <p>-Provide scientific reasons for why we warm up and how this links scientifically to the respiratory and circulatory system</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>

	<p>(e.g. flexibility, strength, control, balance and technique) to be successful on apparatus and on the floor.</p> <ul style="list-style-type: none"> • Know how to safely and confidently jump off apparatus. • Know how to land and hold with bent knees and good balance. • Know how to safely use all apparatus (e.g. A-frame, stools and monkey bars). • Know how to use props when creating a sequence of movements (e.g. ribbons, hoops and balls). • Know how to create a sequence of gymnastic movements on the floor, with props and on balance beams with a clear starting and finishing position (e.g. walk along the beam, single leg lunge, standard dip to the edge of the beam then a standard dismount). • Know how to give constructive feedback in order to improve an individual's technique. 		
Year 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • 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. <p>Skills:</p> <ul style="list-style-type: none"> - Develop flexibility, strength, control, balance and technique - Create and perform gymnastics routines using both the floor and apparatus demonstrating a good technique using a range of shapes, jumps, travels and rolls - Demonstrate knowledge of how to be safe when using gymnastic apparatus - Utilise command tasks to allow self-led problem solving showing understanding of how to utilise apparatus to complete simple challenges - Use clear communications skills to develop a plan to problem solve and self-evaluate when using the apparatus <p>Knowledge:</p> <ul style="list-style-type: none"> - Observe and provide feedback on other people's performances <ul style="list-style-type: none"> • Know how to explain how they are coordinating different skills (e.g. flexibility, strength, control, balance and technique) to be successful on apparatus and on the floor. • Know how to travel along apparatus in different ways, showing balance and control. • Know new jumps and shapes such as half turns, full turns, stretch and straddle. • Know different rolls (e.g. teddy bear, front roll etc) and movements (animals such as bear, spider, rabbit, duck and caterpillar). • Know how to explain how they are coordinating different skills (e.g. flexibility, strength, control, balance and technique) to be successful on apparatus and on the floor. • Know how to safely and confidently jump off apparatus. • Know how to land and hold with bent knees and good balance. 	<p>Muscles Joints</p> <p>Symmetrical/asymmetrical Rotation</p> <p>Turn Shape Landing Take-off Flight</p> <p>Performance/evaluation Half twist, reversed dip, half turn, full turn, stretch, straddle, co-ordinate, skills, flexibility, strength, control, balance, technique, apparatus, balance, control, rolls, teddy bear, front roll, jumps, shapes, star, tuck, pike, straight, safely, jump, bent knees, good balance, safely, apparatus, A frame, stools, monkey bars, sequence, gymnastic movements, floor, position, feedback, technique, body shapes, beam, dips, lunges, dismount, self- reflect</p>	<ul style="list-style-type: none"> -Find and use space safely and appropriately -Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with significant control -Change speed and direction whilst avoiding obstacles with significant control -Provide scientific reasons for why we warm up and how this links scientifically to the respiratory and circulatory system <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>

	<ul style="list-style-type: none"> Know how to safely use all apparatus (e.g. A-frame, stools and monkey bars). Know how to use props when creating a sequence of movements (e.g. ribbons, hoops and balls). Know how to create a sequence of gymnastic movements on the floor, with props and on balance beams with a clear starting and finishing position (e.g. walk along the beam, tip toe half twist, reverse dip to the edge of the beam then a half turn dismount). Know how to give constructive feedback in order to improve an individual's technique. 		
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Curriculum Progression Map

PE-Games (Invasion, Striking and Fielding, Net, Athletics)

Year group		Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers Cross curricular links VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
FI	After 1 term in FI	<ul style="list-style-type: none"> I can walk confidently. I can run but sometimes fall. I can squat to pick up toys. I can carry large toys. I can attempt to kick a ball. I can use my feet to scoot along on a trike. I can control my whole body and am able to negotiate space and objects. I can run safely on my whole foot. 	Kick Ball Throw Bean bag Quiet Net Target Space Obstacles Race Run Jump Hop Skip Catch Kick Ball Bucket Hoop Climb Walk Tiptoes Roll Crawl Win	- Take off and put on shoes, socks and coats- Find a space to work in - Stay within boundaries - Observe the effects of physical activity on their bodies - Travel around in a variety of ways, safely negotiating spaces - running, slithering, rolling, shuffling, crawling, walking, jumping, skipping, hopping, sliding Health and Wellbeing -Knowledge of how to keep healthy through physical activity and notice some changes to the body through this
	After 2 terms in FI	<ul style="list-style-type: none"> I can stop confidently when moving around the environment and can now run safely. I can move spontaneously within available space. I can squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands. I can kick a large ball. I can walk upstairs or downstairs holding onto a rail, two feet on a step. 		
	By	<ul style="list-style-type: none"> I can catch a large ball. 		

	the end of F1	<ul style="list-style-type: none"> I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. I can compete in a race. I can stay within boundaries. I can find a space to work in. I can catch a large ball. I can throw a beanbag into a hoop in front of me. I can throw a ball or beanbag into a low net. 		
F2	After 1 term in F2	<ul style="list-style-type: none"> I can catch a large ball. I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. I can compete in a race. I can stay within boundaries. I can throw a beanbag into a hoop in front of me. I can throw a ball or beanbag into a low net. I can find a space to work in. I can move in a variety of ways with a beanbag. 	Balance Body parts Take turns Carry Move Throw Pass Roll Bounce hoop bucket Cone Dribble Relay Rules Control Dribble Aim Quoit Challenge Safely Space Boundaries Team Support First/second/third	<ul style="list-style-type: none"> - Get dressed and undressed for PE independently - Find a space and use it appropriately - Stay within boundaries - Travel safely and with confidence in a variety of ways - Adjust speed and direction to avoid obstacles - Know the importance of keeping healthy and ways this can be achieved - Observe the effects of physical activity on their bodies
	After 2 terms in F2	<ul style="list-style-type: none"> I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. I can travel with confidence and skill around, under, over and through balancing and climbing equipment. I can compete in a relay race and take turns. I can kick a ball into a net. I can catch a ball/bean bag. I can weave in and around cones running/carrying an object. 		
	By the end of F2	<ul style="list-style-type: none"> I can show good control and co-ordination in large and small movements. I can move confidently in a range of ways, safely negotiating space. I can support my team in a relay race. I can control a ball with my foot around some cones. I can throw a small ball/bean bag/quoit into a bucket/on a cone. I can run in between two lines in a race. 		Health and Wellbeing - Knowledge of how to keep healthy through physical activity and know how and why some changes occur to the body through this

Year 1

NC Pupils should be taught:

- participate in team games, developing simple tactics for attacking and defending

Striking, Fielding/ Sending and Receiving- OUTDOOR

Skills

-Throw, catch, roll, bounce and dribble with control and accuracy using a range of equipment (bean bags, quoits and balls)

Knowledge:

- Know how to catch using the correct technique (stable base, hands as dishes and eyes watching the ball not partner).
- Know the correct technique for holding equipment (e.g. cricket bats, hockey sticks, bean bags, quoits and balls).
- Know how to throw using the correct technique for both underarm (stable base arm moving like a pendulum) and overarm (stable base, using whole upper body including chest, shoulder, arm, wrist and finger).
- Know how to correctly dribble with a range of balls (e.g. footballs, basketballs and hockey balls).
- Know how to do a chest pass, a bounce pass, a push pass (hockey), a rugby pass and an inside foot pass.
- Know how to shoot and strike (by using laces or a slap shot - hockey) or take a shot at basket.
- Know how to gain control of a moving ball (by catching/stopping).
- Know that passing happens in most sports so that the ball can be passed to a team mate.

Multiskills- INDOOR

Skills:

-Develop fundamental movements which support confidence and competence

-Access opportunities to develop agility, balance and coordination, both individually and with others.

-Understand the different ways we can move around (animals, speed, height)

Knowledge:

- Know how to move in a variety of ways varying speed, height and movement style (e.g. different animals).
- Know how to change direction effectively and efficiently.
- Know how to use different equipment to develop agility (e.g. ladders, reactions balls, hurdles, tag belts and speed bounce).
- Know how to effectively balance showing a state of equilibrium.
- Know what equipment to use that can develop balance (e.g. wobble boards, balance beams, benches and bean bags).
- Know how to co-ordinate through the effective interaction of their movements.
- Know what equipment to use to develop co-ordination skills (e.g. ladders, javelins, bats and balls, cones and spots and scarves).

Net Games- INDOOR AND OUTDOOR

Skills

Catch, technique, stable base, hands as dishes, eyes watching the ball, cricket bats, hockey sticks, bean bags, quoits, balls, throw, underarm, overarm, chest, shoulder arm, wrist, finger, dribble, footballs basketballs, hockey balls, chest pass, bounce pass, push pass, rugby pass, inside foot pass, shoot, strike, laces, slap shot, shot, basket, control, moving ball, stopping, passing, passed, team mate

Speed, height, movement, direction, effectively, efficiently, agility, ladders, reaction balls, hurdles, tag belts, speed bounce, balance, coordinate, javelins, bats and balls, bean bags, cones, spots, scarves

Racket, handle, ready position, shoulder- width, balls of your feet, strike, forehand, arm's length, swing,

-Get changed for PE independently
 -Find and use space safely and appropriately
 -Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running
 -Change speed and direction whilst avoiding obstacles
 -Recognise the bodily changes that occur during exercise
 Can describe the effect exercise has on the body.
 Can explain the importance of exercise and a healthy lifestyle.

	<p>-Know how to hold a racket and show basic racket control -Hit a small or large ball with a bat or racket</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Know how to correctly hold a racket (partner holds the racket by the net side and they then grab the handle like a handshake). Know what a ready position looks like (feet shoulder-width apart, knees slightly bent, on the balls of your feet). Know how to strike a ball with their forehand (racket out to the side, ball roughly an arm's length away and swing through to strike the ball). Know how to strike the ball with their backhand (racket coming across the body and swing through to strike the ball). <p>Invasion and Team Games- OUTDOOR</p> <p>Skills</p> <p>- Understand and follow basic game rules -Work with others as part of a team</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to follow rules within varying games. Know how to support team mates. Know how to apply previously learnt skills to game-based scenarios. <p>Outdoor Adventurous- OUTDOOR</p> <p>Skills</p> <p>-Work as part of a team -Clearly communicate with peers -Use some basic map reading skills to locate markers</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to work collaboratively within a team. Know how to communicate with team mates to meet an objective. Know how to use a map of the school to find different locations. <p>Athletics- INDOOR AND OUTDOOR</p> <p>Skills</p> <p>-Develop basic athletic skills (running, jumping, throwing and balancing) -Look to achieve personal goals</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to use the correct technique for running (e.g. hips to lips with their arms). Know how to use the correct technique for standing long jump (legs bent, arms swing forwards in time to propel), 5 stride (5 long steps) and vertical jump (legs bent, arms swing upwards in time to propel). Know how to use the correct throwing technique for javelin (javelin balanced in hand, opposite throwing leg forwards, none throwing hand aiming towards corner of the ceiling) and chest push (fingers pointing in and touching the chest, aim towards the corner of the ceiling and push away from the body). Know how to show good balance technique (arms stretched out, head still, find a focus point). 	<p>strike, backhand</p> <p>Rules, games, support, team mates</p> <p>Team, communicate</p> <p>Technique, running, standing long jump, vertical jump, balance</p>	
Year 2	<p>NC Pupils should be taught:</p> <ul style="list-style-type: none"> participate in team games, developing simple tactics for 	<p>Catch, technique, stable base, hands as</p>	<p>-Get changed for PE independently -Find and use space safely and appropriately -Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping,</p>

	<p style="text-align: center;"><u>attacking and defending</u></p> <p><u>Striking, Fielding/ Sending and Receiving- OUTDOOR</u></p> <p>Skills</p> <p>-Throw, catch, roll, bounce and dribble with control and accuracy using a range of equipment (bean bags, quoits and balls)</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to catch using the correct technique (stable base, hands as dishes and eyes watching the ball not partner). Know the correct technique for holding equipment (e.g. cricket bats, hockey sticks, bean bags, quoits and balls). Know how to throw using the correct technique for both underarm (stable base arm moving like a pendulum) and overarm (stable base, using whole upper body including chest, shoulder, arm, wrist and finger). Know how to correctly dribble with a range of balls (e.g. footballs, basketballs and hockey balls). Know how to do a chest pass, a bounce pass, a push pass (hockey), a rugby pass and an inside foot pass. Know how to shoot and strike (by using laces or a slap shot - hockey) or take a shot at basket. Know how to gain control of a moving ball (by catching/stopping). Know that passing happens in most sports so that the ball can be passed to a team mate. <p><u>Multiskills- INDOOR</u></p> <p>Skills</p> <p>-Develop fundamental movements which support confidence and competence</p> <p>-Access opportunities to develop agility, balance and coordination, both individually and with others.</p> <p>-Understand the different ways we can move around (animals, speed, height)</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to move in a variety of ways varying speed, height and movement style (e.g. different animals). Know how to change direction effectively and efficiently. Know how to use different equipment to develop agility (ladders, reactions balls, hurdles, tag belts, speed bounce). Know how to effectively balance showing a state of equilibrium. Know what equipment to use that can develop balance (wobble boards, balance beams, benches, bean bags). Know how to co-ordinate through the effective interaction of their movements. Know what equipment to use to develop co-ordination skills (ladders, javelins, bats and balls, cones and spots, scarves). <p><u>Net Games- INDOOR AND OUTDOOR</u></p> <p>Skills</p> <p>-Know how to hold a racket and show basic racket control</p> <p>-Hit a small or large ball with a bat or racket</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to correctly hold a racket (partner holds the racket by the net side, they then grab the handle like a handshake). 	<p>dishes, eyes watching the ball, cricket bats, hockey sticks, bean bags, quoits, balls, throw, underarm, overarm, chest, shoulder arm, wrist, finger, dribble, footballs basketballs, hockey balls, chest pass, bounce pass, push pass, rugby pass, inside foot pass, shoot, strike, laces, slap shot, shot, basket, control, moving ball, stopping, passing, passed, team mate</p> <p>Speed, height, movement, direction, effectively, efficiently, agility, ladders, reaction balls, hurdles, tag belts, speed bounce, balance, coordinate, javelins, bats and balls, bean bags, cones, spots, scarves</p> <p>Racket, handle, ready position, shoulder- width, balls of your feet, strike, forehand, arm's length, swing, strike, backhand</p>	<p>running</p> <p>-Change speed and direction whilst avoiding obstacles</p> <p>-Recognise the bodily changes that occur during exercise</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>
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	<ul style="list-style-type: none"> Know what a ready position looks like (feet shoulder width apart, knees slightly bent, on the balls of your feet). Know how to strike a ball with their forehand (racket out to the side, ball roughly an arm's length away, swing through to strike the ball) Know how to strike the ball with their backhand (racket coming across the body, swing through to strike the ball). <p><u>Invasion and Team Games- OUTDOOR</u></p> <p>Skills</p> <ul style="list-style-type: none"> - Understand and follow basic game rules - Work with others as part of a team <p>Knowledge</p> <ul style="list-style-type: none"> Know how to follow rules within varying games. Know how to support team mates. Know how to apply previously learnt skills to game based scenarios. <p><u>Outdoor Adventurous- OUTDOOR</u></p> <p>Skills</p> <ul style="list-style-type: none"> - Work as part of a team. - Clearly communicate with peers. - Use some basic map reading skills to locate markers <p>Knowledge</p> <ul style="list-style-type: none"> Know how to work collaboratively within a team. Know how to communicate with team mates to meet an objective. Know how to use a map of the school to find different locations. <p><u>Athletics- INDOOR AND OUTDOOR</u></p> <p>Skills</p> <ul style="list-style-type: none"> - Develop basic athletic skills (running, jumping, throwing and balancing) - Look to achieve personal goals <p>Knowledge</p> <ul style="list-style-type: none"> Know how to use the correct technique for running (hips to lips with their arms). Know how to use the correct technique for standing long jump (legs bent, arms swing forwards in time to propel), 5 stride (5 long steps) and vertical jump (legs bent, arms swing upwards in time to propel). Know how to use the correct throwing technique for javelin (javelin balanced in hand, opposite throwing leg forwards, none throwing hand aiming towards corner of the ceiling) and chest push (fingers pointing in and touching the chest, aim towards the corner of the ceiling and push away from the body). Know how to show good balance technique (arms stretched out, head still, find a focus point). 	<p>Rules, games, support, team mates</p> <p>Team, communicate</p> <p>Technique, running, standing long jump, vertical jump, balance</p>	
Year 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> - Find and use space safely and appropriately - Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with increasing control - Change speed and direction whilst avoiding obstacles with increasing control - Provide reasons for why we warm up Can describe the effect exercise has on the body. Can explain the importance of exercise and a

	<p>suitable for attacking and defending</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • 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. <p><u>Striking, Fielding/ Sending and Receiving- OUTDOOR</u></p> <p>Skills</p> <p>-Show increasing body control and more consistency when throwing, catching, rolling, bouncing and dribbling.</p> <p>Show increasing control and accuracy when using a range of equipment (bean bags, quoits and balls)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to catch using the correct technique (stable base, hands as dishes and eyes watching the ball not partner) and begin to show increased consistency when catching. • Know the correct technique for holding equipment (e.g. cricket bats, hockey sticks, bean bags, quoits and balls). • Know how to throw using the correct technique for both underarm (stable base arm moving like a pendulum) and overarm (stable base, using whole upper body including chest, shoulder, arm, wrist and finger) and begin to show increased accuracy when throwing to a team mate. • Know how to correctly dribble with a range of balls (e.g. footballs, basketballs and hockey balls), showing increased control with the ball closer to their feet or equipment. • Know how to do a chest pass, a bounce pass, a push pass (hockey), a rugby pass and an inside foot pass showing increased accuracy and consistency in technique. • Know how to shoot and strike (by using laces or a slap shot - hockey) or take a shot at basket showing increased accuracy in shots on target. • Know how to gain control of a moving ball (by catching/stopping) by starting to show an ability to cushion the ball. <p><u>Multiskills- INDOOR</u></p> <p>Skills</p> <p>-Continue to develop fundamental movements showing more confidence and competence</p> <p>-Continue to develop agility, balance and coordination, both individually and with others.</p> <p>-Know what equipment can help to develop agility, balance and coordination</p> <p>-Understand the different ways we can move around (animals, speed, height)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to move in a variety of ways varying speed, height and movement style (e.g. different animals) showing increased body control. • Know how to change direction effectively and efficiently, whilst 	<p>Catch, accuracy, shots on target, Catch, technique, stable base, hands as dishes, eyes watching the ball, cricket bats, hockey sticks, bean bags, quoits, balls, throw, underarm, overarm, chest, shoulder arm, wrist, finger, dribble, footballs basketballs, hockey balls, chest pass, bounce pass, push pass, rugby pass, inside foot pass, shoot, strike, laces, slap shot, shot, basket, control, moving ball, stopping, passing, passed, team mate, cushion the ball</p> <p>Body control, spatially aware, skill, focus, stability, balance, spatially aware, speed, height, movement, direction, effectively, efficiently, agility, ladders, reaction balls, hurdles, tag belts, speed bounce, balance, coordinate, javelins, bats and balls, bean bags, cones, spots, scarves</p>	<p>healthy lifestyle. Understands the need to warm up and cool down.</p>
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	<p>being spatially aware of people and equipment around them.</p> <ul style="list-style-type: none"> • Know how to use different equipment to develop agility (ladders, reactions balls, hurdles, tag belts, speed bounce) showing increased skill when using them. • Know how to effectively balance showing a state of equilibrium, clearly showing focus and increased stability. • Know what equipment to use that can develop balance (e.g. wobble boards, balance beams, benches and bean bags) showing an ability to balance for longer periods of time. • Know how to co-ordinate through the effective interaction of their movements, also developing an ability to look at team mates/ opponents and not the equipment they are using. • Know what equipment to use to develop co-ordination skills (e.g. ladders, javelins, bats and balls, cones and spots and scarves), keeping their head up and being spatially aware. <p>Net Games- INDOOR AND OUTDOOR</p> <p>Skills</p> <ul style="list-style-type: none"> -Know how to hold a racket and show basic racket control -Hit a small or large ball with a bat or racket -Can create a small rally with a partner <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to correctly hold a racket (partner holds the racket by the net side, they then grab the handle like a handshake). • Know what a ready position looks like (feet shoulder width apart, knees slightly bent, on the balls of your feet). • Know how to strike a ball with their forehand (racket out to the side, ball roughly an arm's length away, swing through to strike the ball) showing an increase in ball striking. • Know how to strike the ball with their back hand (racket coming across the body, swing through to strike the ball) showing an increase in ball striking. • Know how to perform a volley shot (stable base, racket overhead, eyes on the ball, swing over the body making contact with the ball). • Know how to serve the ball (toss the ball in the air, stable base, eyes on the ball, racket comes back over the shoulder, swing through making contact with the ball). <p>Invasion and Team Games- OUTDOOR</p> <p>Skills</p> <ul style="list-style-type: none"> - Understand and follow basic game rules -Work with others as part of a team <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to follow rules within varying games. • Know how to offer support and advice to team mates in a constructive manner. • Know how to apply previously learnt skills to game based scenarios applying tactical knowledge to help them achieve. <p>Outdoor Adventurous- OUTDOOR</p> <p>Skills</p> <ul style="list-style-type: none"> -Work collaboratively as part of a team. -Clearly communicate with peers -Use map reading skills to locate markers 	<p>Striking, volley shot, swing, serve, toss, racket, handle, ready position, shoulder- width, balls of your feet, strike, forehand, arm's length, swing, strike, backhand</p> <p>Games, rules, support, team mates, skills, game- based, tactical, achieve</p> <p>Team mates, communicate, tactically</p> <p>Pace, dynamic start, power, technique, running, standing long jump, vertical jump, balance propel, distances,</p>	
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	<p>Knowledge</p> <ul style="list-style-type: none"> Know how to work collaboratively within a team supporting their team mates through constructive advice. Know how to communicate with team mates to meet an objective, offering advice and being able to compromise. Know how to use a map of the school to find different locations, whilst beginning to work tactically to find quicker ways to solve problems. <p>Athletics- INDOOR AND OUTDOOR</p> <p>Skills</p> <p>-Develop basic athletic skills (running, jumping, throwing and balancing)</p> <p>-Seeks advice on how to make personal improvements</p> <p>-Look to achieve personal goals</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to use the correct technique for running (hips to lips with their arms), begins to show the ability to start with a dynamic start (using power to build pace). Know how to use the correct technique for standing long jump (legs bent, arms swing forwards in time to propel), 5 stride (5 long steps) and vertical jump (legs bent, arms swing upwards in time to propel) improving the distances and heights that they can jump. Know how to use the correct throwing technique for javelin (javelin balanced in hand, opposite throwing leg forwards, none throwing hand aiming towards corner of the ceiling) and chest push (fingers pointing in and touching the chest, aim towards the corner of the ceiling and push away from the body) improving the distances that they can throw. Know how to show good balance technique (arms stretched out, head still, find a focus point) improving the times in which they are able to balance. Know how to set personal targets and looks at how to improve in each event. 	<p>standing long jump, javelin, heights, times, personal targets, improve, event</p>	
<p>Year 4</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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] 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. <p>Striking, Fielding/ Sending and Receiving- OUTDOOR</p> <p>Skills</p>	<p>Catch, accuracy, shots on target, Catch, technique, stable base, hands as dishes, eyes watching the ball, cricket bats, hockey sticks, bean bags, quoits,</p>	<p>-Find and use space safely and appropriately</p> <p>-Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with increasing control</p> <p>-Change speed and direction whilst avoiding obstacles with increasing control</p> <p>-Provide reasons for why we warm up</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>

	<p>-Show increasing body control and more consistency when throwing, catching, rolling, bouncing and dribbling Show increasing control and accuracy when using a range of equipment (bean bags, quoits and balls)</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to catch using the correct technique (stable base, hands as dishes and eyes watching the ball not partner) and begin to show increased consistency when catching. Know the correct technique for holding equipment (e.g. cricket bats, hockey sticks, bean bags, quoits and balls). Know how to throw using the correct technique for both underarm (stable base arm moving like a pendulum) and overarm (stable base, using whole upper body including chest, shoulder, arm, wrist and finger) and begin to show increased accuracy when throwing to a team mate. Know how to correctly dribble with a range of balls (e.g. footballs, basketballs and hockey balls), showing increased control with the ball closer to their feet or equipment. Know how to do a chest pass, a bounce pass, a push pass (hockey), a rugby pass and an inside foot pass showing increased accuracy and consistency in technique. Know how to shoot and strike (by using laces or a slap shot-hockey) or take a shot at basket showing increased accuracy in shots on target. Know how to gain control of a moving ball (by catching/stopping) by starting to show an ability to cushion the ball. <p>Multiskills- INDOOR</p> <p>Skills</p> <p>-Continue to develop fundamental movements showing more confidence and competence</p> <p>-Continue to develop agility, balance and coordination, both individually and with others.</p> <p>-Know what equipment can help to develop agility, balance and coordination</p> <p>-Understand the different ways we can move around (animals, speed, height)</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to move in a variety of ways varying speed, height and movement style (e.g. different animals) showing increased body control. Know how to change direction effectively and efficiently, whilst being spatially aware of people and equipment around them. Know how to use different equipment to develop agility (ladders, reactions balls, hurdles, tag belts, speed bounce) showing increased skill when using them. Know how to effectively balance showing a state of equilibrium, clearly showing focus and increased stability. Know what equipment to use that can develop balance (wobble boards, balance beams, benches, bean bags) showing an ability to balance for longer periods of time. Know how to co-ordinate through the effective interaction of their movements, also developing an ability to look at team mates/ 	<p>balls, throw, underarm, overarm, chest, shoulder arm, wrist, finger, dribble, footballs basketballs, hockey balls, chest pass, bounce pass, push pass, rugby pass, inside foot pass, shoot, strike, laces, slap shot, shot, basket, control, moving ball, stopping, passing, passed, team mate, cushion the ball</p> <p>Equilibrium, body control, spatially aware, skill, focus, stability, balance, spatially aware, speed, height, movement, direction, effectively, efficiently, agility, ladders, reaction balls, hurdles, tag belts, speed bounce, balance, coordinate, javelins, bats and balls, bean bags, cones, spots, scarves</p> <p>Striking, volley shot, swing, serve, toss, racket, handle, ready position, shoulder- width, balls of your feet, strike, forehand, arm's length, swing, strike, backhand</p>	
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	<p>opponents and not the equipment they are using.</p> <ul style="list-style-type: none"> Know what equipment to use to develop co-ordination skills (ladders, javelins, bats and balls, cones and spots, scarves), keeping their head up and looking around them. <p>Net Games- INDOOR AND OUTDOOR</p> <p>Skills</p> <p>-Know how to hold a racket and show basic racket control</p> <p>-Hit a small or large ball with a bat or racket</p> <p>-Can create a small rally with a partner</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to correctly hold a racket (partner holds the racket by the net side, they then grab the handle like a handshake). Know what a ready position looks like (feet shoulder width apart, knees slightly bent, on the balls of your feet). Know how to strike a ball with their forehand (racket out to the side, ball roughly an arm's length away, swing through to strike the ball) showing an increase in ball striking. Know how to strike the ball with their back hand (racket coming across the body, swing through to strike the ball) showing an increase in ball striking. Know how to perform a volley shot (stable base, racket overhead, eyes on the ball, swing over the body making contact with the ball). Know how to serve the ball (toss the ball in the air, stable base, eyes on the ball, racket comes back over the shoulder, swing through making contact with the ball). <p>Invasion and Team Games- OUTDOOR</p> <p>Skills</p> <p>- Understand and follow basic game rules</p> <p>-Work with others as part of a team</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to follow rules within varying games. Know how to offer support and advice to team mates in a constructive manner. Know how to apply previously learnt skills to game based scenarios applying tactical knowledge to help them achieve. <p>Outdoor Adventurous- OUTDOOR</p> <p>Skills</p> <p>-Work collaboratively as part of a team</p> <p>-Clearly communicate with peers</p> <p>-Use map reading skills to locate markers</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to work collaboratively within a team supporting their team mates through constructive advice. Know how to communicate with team mates to meet an objective, offering advice and being able to compromise. Know how to use a map of the school to find different locations, whilst beginning to work tactically to find quicker ways to solve problems. <p>Athletics- INDOOR AND OUTDOOR</p> <p>Skills</p> <p>-Develop basic athletic skills (running, jumping, throwing and balancing)</p>	<p>Games, rules, support, team mates, skills, game- based, tactical, achieve</p> <p>Team mates, communicate, tactically</p> <p>Pace, dynamic start, power, technique, running, standing long jump, vertical jump, balance propel, distances, standing long jump, javelin, heights, times, personal targets, improve, event</p>	
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	<p>-Seeks advice on how to make personal improvements</p> <p>-Look to achieve personal goals</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to use the correct technique for running (hips to lips with their arms), begins to show the ability to start with a dynamic start (using power to build pace). Know how to use the correct technique for standing long jump (legs bent, arms swing forwards in time to propel), 5 stride (5 long steps) and vertical jump (legs bent, arms swing upwards in time to propel) improving the distances and heights that they can jump. Know how to use the correct throwing technique for javelin (javelin balanced in hand, opposite throwing leg forwards, none throwing hand aiming towards corner of the ceiling) and chest push (fingers pointing in and touching the chest, aim towards the corner of the ceiling and push away from the body) improving the distances that they can throw. Know how to show good balance technique (arms stretched out, head still, find a focus point) improving the times in which they are able to balance. Know how to set personal targets and looks at how to improve in each event. 		
Year 5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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] 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. <p><u>Striking, Fielding/ Sending and Receiving- OUTDOOR</u></p> <p>Skills</p> <p>-Show good body control and a consistent technique when throwing, catching, rolling, bouncing and dribbling</p> <p>Show increasing control and accuracy when using a range of equipment (bean bags, quoits and balls)</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to catch using the correct technique (stable base, hands as dishes and eyes watching the ball not partner) and begin to show increased consistency when catching. Know the correct technique for holding equipment (e.g. cricket bats, hockey sticks, bean bags, quoits and balls). Know how to throw using the correct technique for both underarm 	<p>Short barrier, long barrier, bowl</p> <p>overarm, accuracy, shots on target, catch, technique, stable base, hands as dishes, eyes watching the ball, cricket bats, hockey sticks, bean bags, quoits, balls, throw, underarm, overarm, chest, shoulder arm, wrist, finger, dribble, footballs basketballs, hockey balls, chest pass, bounce pass, push pass, rugby pass, inside foot pass, shoot, strike, laces, slap shot, shot, basket, control, moving ball, stopping, passing, passed, team mate, cushion the ball</p>	<p>-Find and use space safely and appropriately</p> <p>-Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with significant control</p> <p>-Change speed and direction whilst avoiding obstacles with significant control</p> <p>-Provide scientific reasons for why we warm up and how this links scientifically to the respiratory and circulatory system</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>

	<p>(stable base arm moving like a pendulum) and overarm (stable base, using whole upper body including chest, shoulder, arm, wrist and finger) and show good accuracy when throwing to a team mate or at an object.</p> <ul style="list-style-type: none"> Know how to correctly dribble with a range of balls (e.g. footballs, basketballs and hockey balls), showing increased control with the ball closer to their feet or equipment. Know how to do a chest pass, a bounce pass, a push pass (hockey), a rugby pass and an inside foot pass showing increased accuracy and consistency in technique. Know how to shoot and strike (by using laces or a slap shot-hockey) or take a shot at basket showing increased accuracy in shots on target. Know how to gain control of a moving ball (by catching/short and long barrier) by showing an ability to cushion the ball. Know how to bowl a ball over arm (3 step technique- step with same leg as the ball that is holding the hand- then into a star position on the next step- then on the third step the arm comes over releasing the ball). <p>Multiskills- INDOOR</p> <p>Skills</p> <p>-Continue to develop fundamental movements showing more confidence and competence</p> <p>-Continue to develop agility, balance and coordination, both individually and with others.</p> <p>-Know what equipment can help to develop agility, balance and coordination</p> <p>-Understand the different ways we can move around (animals, speed, height)</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to move in a variety of ways varying speed, height and movement style (e.g. different animals) showing confident and competent body control. Know how to change direction effectively and efficiently, whilst being spatially aware of people and equipment around them. Know how to use different equipment to develop agility (ladders, reactions balls, hurdles, tag belts, speed bounce) showing confidence and competence. Know how to effectively balance showing a state of equilibrium, clearly showing focus and good stability. Know what equipment to use that can develop balance (wobble boards, balance beams, benches, bean bags) showing an ability to balance for longer periods of time. Know how to co-ordinate through the effective interaction of their movements, also showing a confident and competent ability to look at team mates/ opponents and not the equipment they are using. Know what equipment to use to develop co-ordination skills (ladders, javelins, bats and balls, cones and spots, scarves), ensuring that movements are fluid and precise. <p>Net Games- INDOOR AND OUTDOOR</p> <p>Skills</p> <p>-Know how to hold a racket and show basic racket control</p>	<p>Confidence, competence, equilibrium, body control, spatially aware, skill, focus, stability, balance, spatially aware, speed, height, movement, direction, effectively, efficiently, agility, ladders, reaction balls, hurdles, tag belts, speed bounce, balance, coordinate, javelins, bats and balls, bean bags, cones, spots, scarves</p> <p>Confidence, competence, body position, tactical, striking, volley shot, swing, serve, toss, racket, handle, ready position, shoulder- width, balls of your feet, strike, forehand, arm's length, swing, strike, backhand</p>
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	<p>-Hit a small or large ball with a bat or racket -Can create a small rally with a partner</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to correctly hold a racket (partner holds the racket by the net side, they then grab the handle like a handshake). • Know what a ready position looks like (feet shoulder width apart, knees slightly bent, on the balls of your feet). • Know how to strike a ball with their forehand (racket out to the side, ball roughly an arm's length away, swing through to strike the ball) showing confidence and competence. • Know how to strike the ball with their back hand (racket coming across the body, swing through to strike the ball) showing confidence and competence. • Know how to perform a volley shot (stable base, racket overhead, eyes on the ball, swing over the body making contact with the ball) showing confidence and competence. • Know how to serve the ball (toss the ball in the air, stable base, eyes on the ball, racket comes back over the shoulder, swing through making contact with the ball) ensuring the ball clears the net. • Know how to move their body position to help when striking the ball. • Know how to apply tactical thinking when deciding where to hit the ball. <p><u>Invasion and Team Games- OUTDOOR</u></p> <p>Skills</p> <ul style="list-style-type: none"> - Understand and follow basic game rules -Work with others as part of a team -Think tactically about ways to improve attacking and defending -Use own ideas on how to create, develop and evaluate games <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to follow rules within varying games. • Know how to offer support and advice to team mates in a constructive manner. • Know how to apply previously learnt skills to game based scenarios applying tactical knowledge to help them achieve. • Know how to think of, develop, change and evaluate rules for their own game. • Know how to create tactical plans to help in game- based scenarios that require defending or attacking. <p><u>Outdoor Adventurous- OUTDOOR</u></p> <p>Skills</p> <ul style="list-style-type: none"> -Work collaboratively as part of a team -Clearly communicate with peers -Use map reading skills to locate markers <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to work collaboratively within a team supporting their team mates through constructive advice. • Know how to communicate with team mates to meet an objective, offering advice and being able to compromise. • Know how to use grid references on a map to find different locations, whilst beginning to work tactically to find quicker ways 	<p>Defending, attacking, games, rules, support, team mates, skills, game-based, tactical, achieve</p> <p>Team mates, communicate, tactically</p> <p>Personal bests, triple jump, pace, dynamic start, power, technique, running, standing long jump, vertical jump, balance propel, distances, standing long jump, javelin, heights, times, personal targets, improve, event</p>	
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	<p>to solve problems.</p> <ul style="list-style-type: none"> Know how to create their own map and coordinates to find locations and solve problems. <p><u>Athletics- INDOOR AND OUTDOOR</u></p> <p>Skills</p> <p>-Develop basic athletic skills (running, jumping, throwing and balancing)</p> <p>-Seeks advice on how to make personal improvements</p> <p>-Look to achieve personal goals</p> <p>-Can offer constructive advice to their peers in aid of improvements</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to use the correct technique for running (hips to lips with their arms), begins to show the ability to start with a dynamic start (using power to build pace). Know how to use the correct technique for standing long jump (Legs bent, arms swing forwards in time to propel), triple jump (hop-step-jump) and vertical jump (Legs bent, arms swing upwards in time to propel) improving the distances and heights that they can jump. Know how to use the correct throwing technique for javelin (javelin balanced in hand, opposite throwing leg forwards, none throwing hand aiming towards corner of the ceiling) and chest push (fingers pointing in and touching the chest, aim towards the corner of the ceiling and push away from the body) improving the distances that they can throw. Know how to show good balance technique (arms stretched out, head still, find a focus point) improving the times in which they are able to balance. Know how to set personal targets and looks at how to improve in each event. Know how to offer advice to their peers to help them improve small areas that can help them beat personal bests. 		
Year 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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] 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. <p><u>Striking, Fielding/ Sending and Receiving- OUTDOOR</u></p> <p>Skills</p> <p>-Show good body control and a consistent technique when throwing,</p>	<p>Short barrier, long barrier, bowl overarm, accuracy, shots on target, catch, technique, stable base, hands as dishes, eyes watching the ball, cricket</p>	<p>-Find and use space safely and appropriately</p> <p>-Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with significant control</p> <p>-Change speed and direction whilst avoiding obstacles with significant control</p> <p>-Provide scientific reasons for why we warm up and how this links scientifically to the respiratory and circulatory system</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>

	<p>catching, rolling, bouncing and dribbling Show increasing control and accuracy when using a range of equipment (bean bags, quoits and balls)</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to catch using the correct technique (stable base, hands as dishes and eyes watching the ball not partner) and begin to show increased consistency when catching. Know the correct technique for holding equipment (e.g. cricket bats, hockey sticks, bean bags, quoits and balls). Know how to throw using the correct technique for both underarm (stable base arm moving like a pendulum) and overarm (stable base, using whole upper body including chest, shoulder, arm, wrist and finger) and show good accuracy when throwing to a team mate or at an object. Know how to correctly dribble with a range of balls (e.g. footballs, basketballs and hockey balls), showing increased control with the ball closer to their feet or equipment. Know how to do a chest pass, a bounce pass, a push pass (hockey), a rugby pass and an inside foot pass showing increased accuracy and consistency in technique. Know how to shoot and strike (by using laces or a slap shot - hockey) or take a shot at basket showing increased accuracy in shots on target. Know how to gain control of a moving ball (by catching/short and long barrier) by showing an ability to cushion the ball. Know how to bowl a ball over arm (3 step technique- step with same leg as the ball that is holding the hand- then into a star position on the next step- then on the third step the arm comes over releasing the ball). <p>Multiskills- INDOOR</p> <p>Skills</p> <p>-Continue to develop fundamental movements showing more confidence and competence</p> <p>-Continue to develop agility, balance and coordination, both individually and with others</p> <p>-Know what equipment can help to develop agility, balance and coordination</p> <p>-Understand the different ways we can move around (animals, speed, height)</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to move in a variety of ways varying speed, height and movement style (e.g. different animals) showing confident and competent body control. Know how to change direction effectively and efficiently, whilst being spatially aware of people and equipment around them. Know how to use different equipment to develop agility (ladders, reactions balls, hurdles, tag belts, speed bounce) showing confidence and competence. Know how to effectively balance showing a state of equilibrium, clearly showing focus and good stability. Know what equipment to use that can develop balance (wobble boards, balance beams, benches, bean bags) showing an ability to balance for longer periods of time. 	<p>bats, hockey sticks, bean bags, quoits, balls, throw, underarm, overarm, chest, shoulder arm, wrist, finger, dribble, footballs basketballs, hockey balls, chest pass, bounce pass, push pass, rugby pass, inside foot pass, shoot, strike, laces, slap shot, shot, basket, control, moving ball, stopping, passing, passed, team mate, cushion the ball</p> <p>Confidence, competence, equilibrium, body control, spatially aware, skill, focus, stability, balance, spatially aware, speed, height, movement, direction, effectively, efficiently, agility, ladders, reaction balls, hurdles, tag belts, speed bounce, balance, coordinate, javelins, bats and balls, bean bags, cones, spots, scarves</p>	
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	<ul style="list-style-type: none"> Know how to co-ordinate through the effective interaction of their movements, also showing a confident and competent ability to look at team mates/ opponents and not the equipment they are using. Know what equipment to use to develop co-ordination skills (ladders, javelins, bats and balls, cones and spots, scarves), ensuring that movements are fluid and precise. <p><u>Net Games- INDOOR AND OUTDOOR</u></p> <p>Skills</p> <p>-Know how to hold a racket and show basic racket control</p> <p>-Hit a small or large ball with a bat or racket</p> <p>-Can create a small rally with a partner</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to correctly hold a racket (partner holds the racket by the net side, they then grab the handle like a handshake). Know what a ready position looks like (feet shoulder width apart, knees slightly bent, on the balls of your feet). Know how to strike a ball with their forehand (racket out to the side, ball roughly an arm's length away, swing through to strike the ball) showing confidence and competence. Know how to strike the ball with their back hand (racket coming across the body, swing through to strike the ball) showing confidence and competence. Know how to perform a volley shot (stable base, racket overhead, eyes on the ball, swing over the body making contact with the ball) showing confidence and competence. Know how to serve the ball (toss the ball in the air, stable base, eyes on the ball, racket comes back over the shoulder, swing through making contact with the ball) ensuring the ball clears the net. Know how to move their body position to help when striking the ball. Know how to apply tactical thinking when deciding where to hit the ball. <p><u>Invasion and Team Games- OUTDOOR</u></p> <p>Skills</p> <p>- Understand and follow basic game rules</p> <p>-Work with others as part of a team</p> <p>-Think tactically about ways to improve attacking and defending</p> <p>-Use own ideas on how to create, develop and evaluate games</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to follow rules within varying games. Know how to offer support and advice to team mates in a constructive manner. Know how to apply previously learnt skills to game based scenarios applying tactical knowledge to help them achieve. Know how to think of, develop, change and evaluate rules for their own game. Know how to create tactical plans to help in games based scenarios that require defending or attacking. <p><u>Outdoor Adventurous- OUTDOOR</u></p> <p>Skills</p> <p>-Work collaboratively as part of a team</p> <p>-Clearly communicate with peers</p>	<p>Confidence, competence, body position, tactical, striking, volley shot, swing, serve, toss, racket, handle, ready position, shoulder- width, balls of your feet, strike, forehand, arm's length, swing, strike, backhand</p> <p>Defending, attacking, games, rules, support, team mates, skills, game-based, tactical, achieve</p> <p>Team mates, communicate, tactically</p>	
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	<p>-Use map reading skills to locate markers</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to work collaboratively within a team supporting their team mates through constructive advice. • Know how to communicate with team mates to meet an objective, offering advice and being able to compromise. • Know how to use grid references on a map to find different locations, whilst beginning to work tactically to find quicker ways to solve problems. • Know how to create their own map and coordinates to find locations and solve problems. <p>Athletics- INDOOR AND OUTDOOR</p> <p>Skills</p> <p>-Develop basic athletic skills (running, jumping, throwing and balancing)</p> <p>-Seeks advice on how to make personal improvements</p> <p>-Look to achieve personal goals</p> <p>-Can offer constructive advice to their peers in aid of improvements</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to use the correct technique for running (hips to lips with their arms), begins to show the ability to start with a dynamic start (using power to build pace). • Know how to use the correct technique for standing long jump (legs bent, arms swing forwards in time to propel), triple jump (hop-step-jump) and vertical jump (legs bent, arms swing upwards in time to propel) improving the distances and heights that they can jump. • Know how to use the correct throwing technique for javelin (javelin balanced in hand, opposite throwing leg forwards, none throwing hand aiming towards corner of the ceiling) and chest push (fingers pointing in and touching the chest, aim towards the corner of the ceiling and push away from the body) improving the distances that they can throw. • Know how to show good balance technique (arms stretched out, head still, find a focus point) improving the times in which they are able to balance. • Know how to set personal targets and looks at how to improve in each event. • Know how to offer advice to their peers to help them improve small areas that can help them beat personal bests. 	
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Curriculum Progression Map

PE - Swimming

Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers Cross curricular links VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
F1			
F2			
Year 1			
Year 2			
Year 3	<p>NC aims to ensure that all pupils:</p> <ul style="list-style-type: none"> - Use a range of strokes effectively - Perform safe self-rescue in different water based situations - Swim competently, confidently and proficiently over a distance of 25m <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to enter and exit the water safely. • Know how to follow the swimming safety rules (e.g. no running etc.) and understand the emergency procedure for exiting the water. • Know how to swim competently, confidently and proficiently using front crawl, back stroke and breast stroke over 25 metres (including deep and shallow water). • Know how to tread water to keep a float. • Know how to turn onto back if struggling. • Know how to get out of the swimming pool wearing clothing. • Know how to stay safe in various outdoor swimming environments (such as sea, lakes and canals). 	Safely, swimming, safety, running, front crawl, back stroke, breast stroke, afloat	<p>Well being</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p> <p>Life skill</p> <p>-Get changed for swimming independently</p>
Year 4	<p>NC aims to ensure that all pupils:</p> <ul style="list-style-type: none"> - Use a range of strokes effectively - Perform safe self-rescue in different water based situations - Swim competently, confidently and proficiently over a distance of 25m <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to enter and exit the water safely. • Know how to follow the swimming safety rules (e.g. no running etc.) and understand the emergency procedure for exiting the water. • Know how to swim competently, confidently and proficiently using front crawl, back stroke and breast stroke over 25 metres (including deep and shallow water). 	Safely, swimming, safety, running, front crawl, back stroke, breast stroke, afloat	<p>Well being</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p> <p>Life skill</p>

	<ul style="list-style-type: none"> • Know how to tread water to keep afloat. • Know how to turn onto back if struggling. • Know how to get out of the swimming pool wearing clothing. • Know how to stay safe in various outdoor swimming environments (such as sea, lakes and canals). 		
Year 5	<p><i>NC aims to ensure that all pupils:</i></p> <ul style="list-style-type: none"> - Use a range of strokes effectively - Perform safe self-rescue in different water based situations - Swim competently, confidently and proficiently over a distance of 25m <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to enter and exit the water safely. • Know how to follow the swimming safety rules (e.g. no running etc.) and understand the emergency procedure for exiting the water. • Know how to swim competently, confidently and proficiently using front crawl, back stroke and breast stroke over 25 metres (including deep and shallow water). • Know how to tread water to keep afloat. • Know how to turn onto back if struggling. • Know how to get out of the swimming pool wearing clothing. • Know how to stay safe in various outdoor swimming environments (such as sea, lakes and canals). 	<p>Rescue dive stroke sculling front crawl back stroke breaststroke butterfly/dolphin Safely, swimming, safety, running, front crawl, back stroke, breast stroke, afloat</p>	<p><i>Well being</i> <i>Can describe the effect exercise has on the body.</i> <i>Can explain the importance of exercise and a healthy lifestyle.</i> <i>Understands the need to warm up and cool down.</i> <i>Life skill</i></p>
Year 6	<p><i>NC aims to ensure that all pupils:</i></p> <ul style="list-style-type: none"> - Use a range of strokes effectively - Perform safe self-rescue in different water based situations - Swim competently, confidently and proficiently over a distance of 25m <p>Assessment point:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to enter and exit the water safely. • Know how to follow the swimming safety rules (e.g. no running etc.) and understand the emergency procedure for exiting the water. • Know how to swim competently, confidently and proficiently using front crawl, back stroke and breast stroke over 25 metres (including deep and shallow water). • Know how to tread water to keep afloat. • Know how to turn onto back if struggling. • Know how to get out of the swimming pool wearing clothing. • Know how to stay safe in various outdoor swimming environments (such as sea, lakes and canals). 	<p>Rescue dive stroke sculling front crawl back stroke breaststroke butterfly/dolphin distance dive roll stroke metres Safely, swimming, safety, running, front crawl, back stroke, breast stroke, afloat</p>	<p><i>Well being</i> <i>Can describe the effect exercise has on the body.</i> <i>Can explain the importance of exercise and a healthy lifestyle.</i> <i>Understands the need to warm up and cool down.</i> <i>Life skill</i></p>



Curriculum Progression Milestones

PE – Evaluation

Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers Cross curricular links VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
F1			
F2			
Year 1	Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.		
Year 2	Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.		
Year 3	Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.		
Year 4	Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.		
Year 5	Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.		
Year 6	Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.		



Curriculum Progression Milestones

PE - General PE

Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers Cross curricular links VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
F1	<ul style="list-style-type: none"> - Take off and put on shoes, socks and coats- Find a space to work in - Stay within boundaries - Observe the effects of physical activity on their bodies - Travel around in a variety of ways, safely negotiating spaces - running, slithering, rolling, shuffling, crawling, walking, jumping, skipping, hopping, sliding 		
F2	<ul style="list-style-type: none"> - Get dressed and undressed for PE independently - Find a space and use it appropriately - Stay within boundaries - Travel safely and with confidence in a variety of ways - Adjust speed and direction to avoid obstacles - Know the importance of keeping healthy and ways this can be achieved - Observe the effects of physical activity on their bodies 		
Year 1	<ul style="list-style-type: none"> - Get changed for PE independently - Find and use space safely and appropriately - Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running - Change speed and direction whilst avoiding obstacles - Recognise the bodily changes that occur during exercise <ul style="list-style-type: none"> • Know how to get changed independently and silently (asking for support when necessary). • Know how to enter the hall/ studio safely and find a space (avoiding any equipment). • Know how to safely move around the hall, avoiding others and equipment. • Know how to listen to adult instruction in order to change the way they move. • Know how to stop immediately when the whistle is blown. • Know how to safely dismount equipment once the whistle is blown. • Know how to move safely in different ways (e.g. walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards and run safely). 	Changed, safely, space equipment, change, move, stop, whistle, safely dismount, walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards, run safely, control speeds, walking, jogging, running, faster, slower, warm up, cool down	

	<ul style="list-style-type: none"> • Know how to safely stop in order to change direction (e.g. full stop, zig zag or curved). • Know how to control speeds when walking, jogging and running (e.g. faster, slower). • Know what the purpose of a warm up/ cool down is and why they are important. 		
Year 2	<p>-Get changed for PE independently</p> <p>-Find and use space safely and appropriately</p> <p>-Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running</p> <p>-Change speed and direction whilst avoiding obstacles</p> <p>-Recognise the bodily changes that occur during exercise</p> <ul style="list-style-type: none"> • Know how to get changed independently and silently (asking for support when necessary). • Know how to enter the hall/ studio and safely find a space (avoiding any equipment). • Know how to safely move around the hall, avoiding others and equipment. • Know how to listen to adult instruction in order to change the way they move. • Know how to stop immediately when the whistle is blown. • Know how to safely dismount equipment once the whistle is blown. • Know how to move safely in different ways (e.g. walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards and run safely). • Know how to safely stop in order to change direction (e.g. full stop, zig zag or curved). • Know how to control speeds when walking, jogging and running (e.g. faster, slower and quicker). • Know what the purpose of a warm up/ cool down is and why they are important. 	<p>Changed, safely, space equipment, change, move, stop, whistle, safely dismount, walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards, run safely, control speeds, walking, jogging, running, faster, slower, warm up, cool down</p>	
Year 3	<p>-Find and use space safely and appropriately</p> <p>-Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with increasing control</p> <p>-Change speed and direction whilst avoiding obstacles with increasing control</p> <p>-Provide reasons for why we warm up</p> <ul style="list-style-type: none"> • Know how to get changed independently and silently. • Know how to enter the hall/ studio and safely find 	<p>Changed, safely, space equipment, change, move, stop, whistle, safely dismount, walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards, run safely, control speeds, walking, jogging, running, faster, slower, warm up, cool down</p>	

	<p>a space (avoiding any equipment).</p> <ul style="list-style-type: none"> • Know how to safely move around the hall, avoiding others and equipment. • Know how to listen to adult instruction in order to change the way they move. • Know how to stop immediately when the whistle is blown. • Know how to safely dismount equipment once the whistle is blown. • Know how to walk between equipment stations and know that being first is not important. • Know how to move safely in different ways (e.g. walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards and run safely). • Know how to safely stop in order to change direction (e.g. full stop, zig zag or curved). • Know how to vary speeds when walking, jogging and running (e.g. faster, slower) with increasing control, including around obstacles. • Know the purpose of a warm up/ cool down and the positive effect they have on the body. 		
Year 4	<p>-Find and use space safely and appropriately</p> <p>-Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with increasing control</p> <p>-Change speed and direction whilst avoiding obstacles with increasing control</p> <p>-Provide reasons for why we warm up</p> <ul style="list-style-type: none"> • Know how to get changed independently and silently. • Know how to enter the hall/ studio and safely find a space (avoiding any equipment). • Know how to safely move around the hall, avoiding others and equipment. • Know how to listen to adult instruction in order to change the way they move. • Know how to stop immediately when the whistle is blown. • Know how to safely dismount equipment once the whistle is blown. • Know how to walk between equipment stations and know that being first is not important. • Know how to move safely in different ways (e.g. 	<p>Changed, safely, space equipment, change, move, stop, whistle, safely dismount, walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards, run safely, control speeds, walking, jogging, running, faster, slower, warm up, cool down</p>	

	<p>walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards and run safely).</p> <ul style="list-style-type: none"> • Know how to safely stop in order to change direction (e.g. full stop, zig zag or curved). • Know how to vary speeds when walking, jogging and running (e.g. faster, slower and quicker) with increasing control, including around obstacles. • Know the purpose of a warm up/ cool down and the positive effect they have on the body. 		
Year 5	<p>-Find and use space safely and appropriately</p> <p>-Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with significant control</p> <p>-Change speed and direction whilst avoiding obstacles with significant control</p> <p>-Provide scientific reasons for why we warm up and how this links scientifically to the respiratory and circulatory system</p> <ul style="list-style-type: none"> • Know how to get changed independently and silently. • Know how to enter the hall/ studio and safely find a space (avoiding any equipment). • Know how to safely move around the hall, avoiding others and equipment. • Know how to listen to adult instruction in order to change the way they move. • Know how to stop immediately when the whistle is blown. • Know how to safely dismount equipment once the whistle is blown. • Know how to walk between equipment stations and know that being first is not important. • Know how to move safely in different ways (e.g. walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards and run safely). • Know how to safely stop in order to change direction (e.g. full stop, zig zag or curved). • Know how to vary speeds when walking, jogging and running, performing sharp, controlled turns and manoeuvres. • Know the scientific benefits of warming up/ cooling down and the detrimental effects of not doing so. 	<p>Controlled, manoeuvres, hanged, safely, space equipment, change, move, stop, whistle, safely dismount, walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards, run safely, control speeds, walking, jogging, running, faster, slower, warm up, cool down</p>	
Year 6	<p>-Find and use space safely and appropriately</p> <p>-Travel around a given space in a variety of ways e.g. walking,</p>	<p>Controlled, manoeuvres, hanged, safely, space equipment, change, move, stop,</p>	

	<p>skipping, hopping, jumping, running with significant control</p> <p>-Change speed and direction whilst avoiding obstacles with significant control</p> <p>-Provide scientific reasons for why we warm up and how this links scientifically to the respiratory and circulatory system</p> <ul style="list-style-type: none"> • Know how to get changed independently and silently. • Know how to enter the hall/ studio and safely find a space (avoiding any equipment). • Know how to safely move around the hall, avoiding others and equipment. • Know how to listen to adult instruction in order to change the way they move. • Know how to stop immediately when the whistle is blown. • Know how to safely dismount equipment once the whistle is blown. • Know how to walk between equipment stations and know that being first is not important. • Know how to move safely in different ways (e.g. walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards and run safely). • Know how to safely stop in order to change direction (e.g. full stop, zig zag or curved). • Know how to vary speeds when walking, jogging and running, performing sharp, controlled turns and manoeuvres. • Know the scientific benefits of warming up/ cooling down and the detrimental effects of not doing so. 	<p>whistle, safely dismount, walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards, run safely, control speeds, walking, jogging, running, faster, slower, warm up, cool down</p>	
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Curriculum Progression Map - Milestones

Physical Development - Fine Motor Skills

Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers
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				Cross curricular links VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING <i>(Including aspirational figures to be studied)</i>
FI	After 1 term in FI	<p>Writing</p> <ul style="list-style-type: none"> I can control the marks on the page. I can distinguish between the different marks I make. I can do vertical, horizontal and circular movements in the air with my arms and on paper. I can randomly scribble on the page, sometimes with both hands. I can begin to balance when sitting. I can make connections between my actions and the marks being made. <p>Hand Grip</p> <ul style="list-style-type: none"> I can hold mark making equipment using the palmer grip. I can use a fist ed grasp or fist grip. I can use a palmer grasp and four-finger grip. <p>Dough</p> <ul style="list-style-type: none"> I can squash and pinch dough. I can squeeze a peg. <p>Threading</p> <ul style="list-style-type: none"> I can thread large beads onto a pipe cleaner. <p>Tools</p> <ul style="list-style-type: none"> I can use larger jugs and spades with some accuracy. <p>Constructing</p> <ul style="list-style-type: none"> I can push two simple construction pieces together, such as, stickle bricks. I can stack 3 blocks to balance. 	Grip Hold Marks Pinch Thumb Finger	
	After 2 terms in FI	<p>Writing</p> <ul style="list-style-type: none"> I can make connections between my movement and the marks I make. I can control equipment like a jug and show increasing control over tools like pencils and crayons. I can use a range of tools to make marks and show an interest in my own marks and others marks. I can do singular movements in different directions in the air with my arms and on paper. <p>Hand Grip</p>		

		<ul style="list-style-type: none"> • I can pick up tiny objects using a fine pincer grasp. • I can use a five finger grasp and pincer grip. <p>Dough</p> <ul style="list-style-type: none"> • I can squeeze, poke (using every finger), punch (hulk smash), roll into a sausage. <p>Threading</p> <ul style="list-style-type: none"> • I can thread smaller beads onto a pipe cleaner. <p>Tools</p> <ul style="list-style-type: none"> • I can pour from a jug with accuracy into a container or use a spade to fill a bucket. • Constructing • I can make simple models using construction toys. • I can stack up to 6 blocks to balance. • I can balance blocks to build a bridge. 		
	By the end of FI	<p>Writing</p> <ul style="list-style-type: none"> • I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. • I can sit to a table to write <p>Formation</p> <ul style="list-style-type: none"> • I can draw a + (add), / (diagonal line) and a square. • I can copy shapes, letter and pictures. <p>Hand Grasp</p> <ul style="list-style-type: none"> • I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp. • I can hold a pencil near the point between first two fingers and thumb and use it with good control. • I can use tools for mark making with control. • I can grip using five fingers or preferably two fingers and thumb for control. <p>Dough</p> <ul style="list-style-type: none"> • I can ball dough, roll it out and spiral it (snail) and squeeze dough in between the back of my fingers (buckaroo) and shake the dough. <p>Threading</p> <ul style="list-style-type: none"> • I can thread larger beads on to string. • I can push string in and out of a threading card. <p>Tools</p> <ul style="list-style-type: none"> • I can use pincers, tweezers and threading equipment with increasing control and confidence. • I can use one-handed tools and equipment, e.g. make 		

		<p>snips in paper with child scissors.</p> <ul style="list-style-type: none"> I can pour from a jug into a larger measuring cylinder without spilling. <p>Constructing</p> <ul style="list-style-type: none"> I can balance blocks to build a bridge. I can push and pull apart larger construction pieces, such as, Duplo. 		
F2	After 1 term in F2	<p>Writing</p> <ul style="list-style-type: none"> I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can use tools for mark making with control. I can sit to a table to write. <p>Formation</p> <ul style="list-style-type: none"> I can draw a + (add), / (diagonal line) and a square. I can correctly write c/i/l/o/t/I/O. I can copy shapes, letter and pictures. <p>Hand Grasp</p> <ul style="list-style-type: none"> I can use a pincer grasp. I can grip using five fingers or preferably two fingers and thumb for control. <p>Dough</p> <ul style="list-style-type: none"> I can show increasing control over an object in pushing and patting. <p>Threading</p> <ul style="list-style-type: none"> I can thread larger beads on to string. I can push string in and out of a threading card. <p>Tools</p> <ul style="list-style-type: none"> I can use pincers, tweezers and threading equipment with increasing control and confidence. I can cut continuously along a straight line. I can pour from a jug into a larger measuring cylinder without spilling. I can eat my dinner with a knife and fork. <p>Constructing</p> <ul style="list-style-type: none"> I can show increasing control over an object in pushing, patting. I can balance blocks to build a bridge. I can push and pull apart larger construction pieces, 	<p>Grip</p> <p>Write</p> <p>Form</p> <p>Control</p> <p>Carefully</p> <p>Place</p> <p>Pinch</p> <p>Thumb</p> <p>Finger</p>	

		<p>such as, Duplo.</p> <ul style="list-style-type: none"> I can twist to put something on or off, such as, a lid. 		
	After 2 terms in F2	<p>Writing</p> <ul style="list-style-type: none"> I can sit on a chair with a straight back and my feet on the floor. <p>Formation</p> <ul style="list-style-type: none"> I can draw \ (diagonal line), x and a triangle. I can form recognisable letters, some of them correctly. I can correctly write e/f/h/j/m/n/r/u/v/w/x/y/6/7. <p>Hand Grasp</p> <ul style="list-style-type: none"> I can show a preference for a dominant hand. I can use a tripod grasp. <p>Dough</p> <ul style="list-style-type: none"> I can control finer tools when playing with dough. I can sculpt dough. <p>Threading</p> <ul style="list-style-type: none"> I can push smaller beads on to a string. I can weave string in and out on a threading card. <p>Tools</p> <ul style="list-style-type: none"> I can cut and turn the paper to cut out a circle or along a zig zag. I can spread with a knife. I can use jugs/spades/scoops/spoons with more accuracy into smaller containers without spilling. <p>Constructing</p> <ul style="list-style-type: none"> I can use blocks to build structures with balance and symmetry. I can construct with larger bricks (such as Duplo) to build models and add in details. 		
	By the end of F2	<ul style="list-style-type: none"> I can show good control and co-ordination in small movements. <p>Writing</p> <ul style="list-style-type: none"> I can write a sentence that can be read by myself and others. I can begin to sit my writing on a line and position letters correctly on a line. <p>Formation</p> <ul style="list-style-type: none"> I can correctly write a/b/d/g/k/p/q/s/z/2/3/4/5/8/9. I can begin to control the size of letters, showing the taller letters and shorter letters. 		

		<p>Hand Grasp</p> <p>Dough</p> <ul style="list-style-type: none"> I can sculpt with dough and add on some smaller details. <p>Threading</p> <ul style="list-style-type: none"> I can thread with wool. <p>Tools</p> <ul style="list-style-type: none"> I can cut out a shape using scissors. I can handle equipment and tools effectively, including pencils for writing. I can use a knife to cut up some of my dinner. I can use jugs/spades/scoops/spoons with accuracy to get to a mark on a measuring cylinder/beaker/jug. <p>Constructing</p> <ul style="list-style-type: none"> I can use blocks to build structures with balance, symmetry and with smaller detailed features. I can construct with smaller bricks (such as Lego) to build models and add in details. 		
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				
Year 6				

Curriculum Progression Map - Milestones

Physical Development - Health and Self-Care

Year group	Key skills and 'sticky' knowledge	Key vocabulary	<p>Links to curriculum drivers</p> <p>Cross curricular links</p> <p>VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING</p>
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				(Including aspirational figures to be studied)
F1	After 1 term in F1	<ul style="list-style-type: none"> I have my own likes and dislikes in food and drink. I am willing to try new food textures and tastes. I can hold a cup with both hands and drink without much spilling. I can clearly communicate my need for the toilet. I can show a desire to help with dressing/ undressing and hygiene routines. 	Healthy Fruit Vegetables Milk Water Wash Dry	Health and Wellbeing -Knowledge of how to keep healthy Aspiration – Visits from dentist, optician, fire officers, police officers
	After 2 terms in F1	<ul style="list-style-type: none"> I am beginning to be independent in self-care, but still often need adult support. I can feed myself competently with a spoon. I can drink well without spilling. 	Soap Clean Germs Hungry	
	By the end of F1	<ul style="list-style-type: none"> I can tell adults when I am hungry or tired or when I want to rest or play. I understand that equipment and tools have to be used safely. I can usually manage washing and drying hands. 	Tired Exercise Help	
F2	After 1 term in F2	<ul style="list-style-type: none"> I can tell adults when I'm hungry or tired or when I want to rest or play. I understand that equipment and tools have to be used safely. I can usually manage washing and drying hands. I am dry and clean during the day. 	Healthy Unhealthy Fruit Vegetables Meat Milk	Health and Wellbeing -Knowledge of how to keep healthy Aspiration – Visits from dentist, optician, fire officers, police officers
	After 2 terms in F2	<ul style="list-style-type: none"> I can choose to eat a healthy range of foodstuffs and understand the need for variety in food. I can show some understanding about good practices with regard to exercise, eating, sleeping and hygiene. I can show understanding of the need for safety when tackling new challenges and consider and manage some risks. I can dress and undress independently. 	Water Thirsty Germs Clean Exercise Fit Heart Beat	
	By the end of F2	<ul style="list-style-type: none"> I know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. I can list some healthy and unhealthy foods. I can talk about some people who can help us. I can talk about some ways to keep safe. I manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. 	Blood Pump Suncream Safely Careful	
Year 1				
Year 2				
Year 3				

Year 4			
Year 5			
Year 6			