

| EYFS   | Year 1   | Year 2   | Year 3  | Year 4   | Year 5   | Year 6   |
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| <b>Athletics</b>   |  |  |   |  |  |  |
| <p><b><u>Jumping</u></b></p> <p>Jump in a range of ways, landing safely.</p> | <p><b><u>Jumping</u></b></p> <p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence.<br/>Jump as high as possible.<br/>Jump as far as possible.<br/>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p> | <p><b><u>Jumping</u></b></p> <p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to</p> | <p><b><u>Jumping</u></b></p> <p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely and with control.</p> | <p><b><u>Jumping</u></b></p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p> | <p><b><u>Jumping</u></b></p> <p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy.</p> | <p><b><u>Jumping</u></b></p> <p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> |

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| <p><b><u>Running</u></b></p> <p>Run in different ways for a variety of purposes.</p> | <p><b><u>Running</u></b></p> <p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction when jogging or sprinting.</p> | <p>cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p> <p><b><u>Running</u></b></p> <p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Complete an obstacle course.</p> <p>Vary the speed and direction in which they are travelling.</p> | <p><b><u>Running</u></b></p> <p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running</p> | <p><b><u>Running</u></b></p> <p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly.</p> | <p>Investigate different jumping techniques.</p> <p><b><u>Running</u></b></p> <p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order</p> | <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p><b><u>Running</u></b></p> <p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select</p> |
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| <p><b><u>Throwing</u></b></p> <p>Roll equipment in different ways.<br/>Throw underarm.<br/>Throw an object at a target.</p> | <p><b><u>Throwing</u></b></p> <p>Throw underarm and overarm.<br/><br/>Throw a ball towards a target with increasing accuracy.<br/><br/>Improve the distance they can throw by using more power.</p> | <p>Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances</p> <p><b><u>Throwing</u></b></p> <p>Throw different types of equipment in different ways, for accuracy and distance.<br/><br/>Throw with accuracy at targets of different heights.<br/><br/>Investigate ways to alter their throwing technique to achieve greater distance.</p> | <p>pace to suit the distance being run.</p> <p><b><u>Throwing</u></b></p> <p>Throw with greater control and accuracy.<br/><br/>Show increasing control in their overarm throw.<br/><br/>Perform a push throw.<br/><br/>Continue to develop techniques to throw for increased distance.</p> | <p><b><u>Throwing</u></b></p> <p>Perform a pull throw. Measure the distance of their throws.<br/><br/>Continue to develop techniques to throw for increased distance.</p> | <p>to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p> <p><b><u>Throwing</u></b></p> <p>Perform a fling throw.<br/><br/>Throw a variety of implements using a range of throwing techniques.<br/><br/>Measure and record the distance of their throws.<br/><br/>Continue to develop techniques to throw for increased distance.</p> | <p>the most appropriate pace for different distances and different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p><b><u>Throwing</u></b></p> <p>Perform a heave throw.<br/><br/>Measure and record the distance of their throws.<br/><br/>Continue to develop techniques to throw for increased distance and support others in improving their personal best.<br/><br/>Develop and refine techniques to throw for accuracy.</p> |
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| Dance   |   |   |  |  |   |  |
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| <p>Join a range of different movements together.</p> <p>Change the speed of their actions. Change the style of their movements.</p> <p>Create a short movement phrase which demonstrates their own ideas.</p> | <p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p> | <p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p> | <p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p> | <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> | <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> | <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating</p> |

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|  |  |  |  | <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p> | <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p> | <p>fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p> <p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to music.</p> |
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|   |   |   |  |  |  | Perform and apply a variety of skills and techniques confidently, consistently and with precision.   |
| <b>Gymnastics</b>   |   |   |  |  |  |  |
| <p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Travel in different ways.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Begin to balance with control.</p> <p>Move around, under, over, and through</p> | <p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> | <p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> | <p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> | <p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and</p> | <p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in</p> | <p>Create their own complex sequences involving the full range of actions and movements:</p> <p>travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques</p> |

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| different objects and equipment | <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p> | <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care</p> | <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements.</p> | <p>alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances.</p> | <p>relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p> | <p>consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p> |
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**Team games**

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| <b><u>Striking and hitting a ball</u></b> | <b><u>Striking and hitting a ball</u></b> | <b><u>Striking and hitting a ball</u></b>     | <b><u>Striking and hitting a ball</u></b>           | <b><u>Striking and hitting a ball</u></b>                         | <b><u>Striking and hitting a ball</u></b> | <b><u>Striking and hitting a ball</u></b> |
| Hit a ball with a bat or racquet.         | Use hitting skills in a game.             | Strike or hit a ball with increasing control. | Demonstrate successful hitting and striking skills. | Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock | Use different techniques to hit a ball.   | Hit a bowled ball over longer distances.  |

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| <p><b><u>Ball skills</u></b></p> <p>Roll equipment in different ways.<br/>Throw underarm.<br/>Throw an object at a target.<br/>Catch equipment using two hands.</p> <p>Move a ball in different ways,</p> | <p>Practise basic striking, sending and receiving.</p> <p><b><u>Ball skills</u></b></p> <p>Throw underarm and overarm. Catch and bounce a ball.<br/>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p> | <p>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p> <p><b><u>Balls skills</u></b></p> <p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> | <p>Develop a range of skills in striking (and fielding where appropriate).</p> <p>Practise the correct batting technique and use it in a game.</p> <p>Strike the ball for distance.</p> <p><b><u>Ball skills</u></b></p> <p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and</p> | <p>with accuracy and control.</p> <p>Accurately serve underarm. Build a rally with a partner.</p> <p>Use at least two different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p> <p><b><u>Ball skills</u></b></p> <p>Develop different ways of throwing and catching.</p> <p>Move with the ball using a range of techniques, showing control and fluency.</p> <p>Pass the ball with increasing speed,</p> | <p>Identify and apply techniques for hitting a tennis ball.</p> <p>Explore when different shots are best used.</p> <p>Develop a backhand technique and use it in a game.</p> <p>Practise techniques for all strokes.</p> <p>Play a tennis game using an overhead serve.</p> <p><b><u>Ball skills</u></b></p> <p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>Use a variety of ways to dribble in a game with success.</p> | <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Understand how to serve in order to start a game.</p> <p><b><u>Ball skills</u></b></p> <p>Throw and catch accurately and successfully under pressure in a game.</p> <p>Show confidence in using ball skills in various ways in a game situation, and</p> |
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| <p>including bouncing and kicking.</p> <p>Use equipment to control a ball.</p> <p>Kick an object at a target.</p> | <p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p>Pass the ball to another player in a game.</p> <p>Use kicking skills in a game</p> | <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p> <p>Vary types of throw used Bounce and kick a ball whilst moving.</p> <p>Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p> <p>Know how to pass the ball in different ways.</p> | <p>gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Develop a safe and effective overarm bowl.</p> <p>Move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game</p> <p>Pass the ball in two different ways in a game situation with some success.</p> | <p>accuracy and success in a game situation.</p> | <p>Use ball skills in various ways, and begin to link together.</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> | <p>link these together effectively.</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> |
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| <p style="text-align: center;"><b><u>Using space</u></b></p> <p>Move safely around the space and equipment.</p> <p>Travel in different ways, including sideways and backwards.</p> | <p style="text-align: center;"><b><u>Using space</u></b></p> <p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds. Begin to use space in a game.</p> | <p style="text-align: center;"><b><u>Using space</u></b></p> <p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p> | <p style="text-align: center;"><b><u>Possession</u></b></p> <p>Know how to keep and win back possession of the ball in a team game.</p> <p style="text-align: center;"><b><u>Using space</u></b></p> <p>Find a useful space and get into it to support teammates.</p> | <p style="text-align: center;"><b><u>Possession</u></b></p> <p>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p style="text-align: center;"><b><u>Using space</u></b></p> <p>Make the best use of space to pass and receive the ball.</p> | <p style="text-align: center;"><b><u>Possession</u></b></p> <p>Keep and win back possession of the ball effectively in a team game.</p> <p style="text-align: center;"><b><u>Using space</u></b></p> <p>Demonstrate an increasing awareness of space.</p> | <p style="text-align: center;"><b><u>Possession</u></b></p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p style="text-align: center;"><b><u>Using space</u></b></p> <p>Demonstrate a good awareness of space.</p> |
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| <p><b><u>Attacking and defending</u></b></p> <p>Play a range of chasing games.</p> | <p><b><u>Attacking and defending</u></b></p> <p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> | <p><b><u>Attacking and defending</u></b></p> <p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p> | <p><b><u>Attacking and defending</u></b></p> <p>Use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p> | <p><b><u>Attacking and defending</u></b></p> <p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p> | <p><b><u>Attacking and defending</u></b></p> <p>Choose the best tactics for attacking and defending.</p> <p>Shoot in a game.</p> <p>Use fielding skills as a team to prevent the opposition from scoring.</p> | <p><b><u>Attacking and defending</u></b></p> <p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> |
| <p><b><u>Tactic and rules</u></b></p> <p>Follow simple rules.</p>                  | <p><b><u>Tactic and rules</u></b></p> <p>Follow simple rules to play games, including team games.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Use simple defensive skills such as marking</p>                              | <p><b><u>Tactic and rules</u></b></p> <p>Understand the importance of rules in games.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>                          | <p><b><u>Tactic and rules</u></b></p> <p>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p>                      | <p><b><u>Tactic and rules</u></b></p> <p>Vary the tactics they use in a game. Adapt rules to alter games.</p>   | <p><b><u>Tactic and rules</u></b></p> <p>Know when to pass and when to dribble in a game.</p> <p>Devise and adapt rules to create their own game.</p>   | <p><b><u>Tactic and rules</u></b></p> <p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game</p>   |

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|  | a player or defending a space. |  | Know how to play a striking and fielding game fairly. |  |  |  |
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**Outdoor and Adventure Activities**

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|  |  |  | <p><b><u>Trails</u></b></p> <p>Orientate themselves with increasing confidence and accuracy around a short trail.</p> <p><b><u>Problem solving</u></b></p> | <p><b><u>Trails</u></b></p> <p>Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.</p> <p><b><u>Problem solving</u></b></p> | <p><b><u>Trails</u></b></p> <p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p> <p>Begin to use navigation equipment to orientate around a trail.</p> <p><b><u>Problem solving</u></b></p> <p>Use clear communication to effectively complete</p> | <p><b><u>Trails</u></b></p> <p>Orientate themselves with confidence and accuracy around an orienteering course when under pressure.</p> <p>Design an orienteering course that is clear to follow and offers challenge to others.</p> <p>Use navigation equipment (maps, compasses) to improve the trail.</p> <p><b><u>Problem solving</u></b></p> <p>Use clear communication to effectively complete</p> |
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|  |  |  | <p>Identify and use effective communication to begin to work as a team. Identify symbols used on a key.</p> <p><b><u>Preparation and organisation</u></b></p> <p>Begin to choose equipment that is appropriate for an activity.</p> | <p>Communicate clearly with other people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Associate the meaning of a key in the context of the environment.</p> <p><b><u>Preparation and organisation</u></b></p> <p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.</p> | <p>a particular role in a team.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Identify a key on a map and begin to use the information in activities.</p> <p><b><u>Preparation and organisation</u></b></p> <p>Choose the best equipment for an outdoor activity.</p> <p>Create an outdoor activity that challenges others.</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accurately</p> | <p>a particular role in a team.</p> <p>Compete in orienteering activities both as part of a team and independently.</p> <p>Use a range of map styles and make an informed decision on the most effective.</p> <p><b><u>Preparation and organisation</u></b></p> <p>Choose the best equipment for an outdoor activity.</p> <p>Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Manage an orienteering event</p> |
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|  |  |  |  |  | navigate an orienteering course. | for others to compete in. |
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## Swimming

At Baldwins Gate all pupils in year 3, 4 and 5 attended weekly swimming lesson, pre-covid. For year 2022-2023 all year groups will be having weekly swimming lessons as part of a three week intense swimming course. By the time all pupils leave Baldwins Gate they will be able to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- Perform safe self-rescue in different water-based situations.

**Ongoing skills throughout all PE areas**

| EYFS   | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   | Year 6   |
|--|--|--|--|--|--|--|
| <b>Health and fitness</b>                                  |  |  |  |  |  |  |
| Describe how the body feels when still and when exercising | Describe how the body feels before, during and after exercise.<br><br>Carry and place equipment safely                           | Recognise and describe how the body feels during and after different physical activities.<br><br>Explain what they need to stay healthy. | Recognise and describe the effects of exercise on the body.<br><br>Know the importance of strength and flexibility for physical activity.<br><br>Explain why it is important to warm up and cool down. | Describe how the body reacts at different times and how this affects performance.<br><br>Explain why exercise is good for your health.<br><br>Know some reasons for warming up and cooling down. | Know and understand the reasons for warming up and cooling down.<br><br>Explain some safety principles when preparing for and during exercise. | Understand the importance of warming up and cooling down.<br><br>Carry out warm-ups and cool-downs safely and effectively.<br><br>Understand why exercise is good for health, fitness and wellbeing.<br><br>Know ways they can become healthier. |
| <b>Compete/performance</b>                                 |  |  |  |  |  |  |
| Control my body when performing a sequence of movements.   | Perform using a range of actions and body parts with some coordination.<br><br>Begin to perform learnt skills with some control. | Perform sequences of their own composition with coordination.<br><br>Perform learnt skills with increasing control.                      | Develop the quality of the actions in their performances.<br><br>Perform learnt skills and techniques with control and confidence.   | Perform and create sequences with fluency and expression.<br><br>Perform and apply skills and techniques   | Perform own longer, more complex sequences in time to music.<br><br>Consistently perform and apply skills and                                  | Link actions to create a complex sequence using a full range of movement.<br><br>Perform the sequence in time to music.  |

|   |  |   |  |  |   |   |
|---|--|---|--|--|---|---|
|   |  | Compete against self and others.  | Compete against self and others in a controlled manner.  | with control and accuracy.   | techniques with accuracy and control.   | Perform and apply a variety of skills and techniques confidently, consistently and with precision.  |
| <b>Evaluate</b>   |  |   |  |  |   |   |
| Talk about what they have done. Talk about what others have done. | Watch and describe performances.<br>Begin to say how they could improve. | Watch and describe performances, and use what they see to improve their own performance.<br><br>Talk about the differences between their work and that of others. | Watch, describe and evaluate the effectiveness of a performance.<br><br>Describe how their performance has improved over time. | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.<br><br>Modify their use of skills or techniques to achieve a better result. | Choose and use criteria to evaluate own and others' performances.<br><br>Explain why they have used particular skills or techniques, and the effect they have had on their performance. | Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. |