

**St John the Baptist CE Primary School**  
**Curriculum Map for PE**  
**2023/24**

<u>Key stage 1</u>	<u>Key stage 2</u>	<u>Swimming and water safety</u>
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>● participate in team games, developing simple tactics for attacking and defending</li> <li>● perform dances using simple movement patterns</li> </ul>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● use running, jumping, throwing and catching in isolation and in combination</li> <li>● 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</li> <li>● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>● perform dances using a range of movement patterns</li> <li>● take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>● compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>● use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>● perform safe self-rescue in different water-based situations</li> </ul>

Class		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Hedgehogs	Class Teacher	Dance	Gymnastics - floor	Gymnastics - equipment	Games - balls	Swimming	Games - athletics
		Health & Fitness, Outdoor & Adventurous					
Rabbit (Y 1 / 2)	Class Teacher	Dance	Gymnastics	Gymnastics Health and Exercise	Dance OAA	Gymnastics	Yoga
		Games – Invasion Health and Exercise	Circuit Training - fitness	Throwing & Catching	Target Games	Multi-sports (athletics)	Swimming
Dragonfly (Y3/4)	Marches Coaching	Games (invasion) including Fitness - <i>Football / Hockey</i>	Gymnastics - floor	Gymnastics - equipment	Games (striking) – <i>Tennis</i> OAA	Athletics – <i>field</i> events	Athletics – <i>track</i> events
	Class Teacher	Dance	Games (invasion) including Fitness - <i>Tag</i> <i>Rugby</i>	Games (invasion) – <i>Hi-5 /</i> <i>Dodgeball</i>	Dance	Swimming	Striking and Fielding ( <i>rounders /</i> <i>cricket</i> )
Owls (Y5/6)	Marches Coaching	Games (invasion) including Fitness - <i>Football / Hockey</i>	Gymnastics - floor	Gymnastics - equipment	Games (striking) – <i>Tennis</i> OAA	Athletics – <i>track</i> events <i>Year 6 – Outdoor</i> <i>Adventurous</i> <i>Activities</i>	Athletics – <i>field</i> events
	Class Teacher	Dance	Games (invasion) including Fitness - <i>Tag</i> <i>Rugby</i>	Games (invasion) – <i>Hi-5 /</i> <i>Dodgeball</i>	Dance	Striking and Fielding ( <i>rounders /</i> <i>cricket</i> )	Swimming

Health & Fitness	R	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
<b>Skills taught throughout all PE lessons</b>	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier
<b>Vocabulary</b>	<i>Push, stop, space, jump, balance, safely</i>	<i>Heart, lungs, exercise, mood, body</i>	<i>Strong, pace, race, speed, jog, steady, sprint</i>	<i>Distance, strength, balance, accurately, control,</i>	<i>technique, progress, co-ordination, muscle, stamina, healthy</i>	<i>Technique, momentum, drive, rhythm, power, agility</i>	<i>Generate force, continuous, measure, flexibility, analyse, record</i>

Athletics	EYFS	KS1 skills	Lower KS2 skills	Upper KS2 skills
<b>Running</b>	Run in different ways for a variety of purposes.	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a straight and a curved line. Be able to maintain and control a run over different distances. Maintain control as they change direction when jogging or sprinting.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run. Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.	Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
<b>Jumping</b>	Jump in a range of ways, landing safely.	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. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Work with a partner to develop the control of their jumps. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.	Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.	Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
<b>Throwing</b>	Roll equipment in different ways.	Throw underarm and overarm. Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a fling and heave throw. heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.

<b>Compete</b>	Control my body when performing a sequence of movements.	Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control. Compete against self and others.	Perform learnt skills and techniques with control and confidence. Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Compete against self and others in a controlled manner.	Link actions to create a complex sequence using a full range of movement.  Perform the sequence in time to music. 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, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
<b>Vocabulary</b>	<i>Push, stop, jump, space, forwards, safely, balance, backwards, run, balance, skip</i>	<i>Far, hop, aim, fast, slow, bend, improve, travel, direction, sprint, jog, distance, height, take-off, landing, overarm, underarm, land, safely</i>	<i>Speed, power, strength, accurately, higher, pace, control, faster, further, stamina, officiate, perseverance, determination, accuracy, personal best, distance, technique, tension, co-ordination, rhythm</i>	<i>Technique, rhythm, flight, stride, rotation, trajectory, continuous pace, force, compete, momentum, transfer of weight, decelerate, accelerate, pace, stability</i>

Dance	R	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
<b>Dance Skills</b>	<p>Join a range of different movements together.</p> <p>Change the speed of their actions.</p> <p>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. 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>Demonstrate rhythm and</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. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. 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</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>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their</p>

					<p>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>dance vocabulary to compare and improve work.</p>	<p>movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.</p>
<b>Compete/Perform</b>	<p>Control my body when performing a sequence of movements.</p>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</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> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>

<p><b>Evaluate</b></p>	<p>Talk about what they have done. Talk about what others have done.</p>	<p>Watch and describe performances. Begin to say how they could improve.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p>	<p>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
<p><b>Vocabulary</b></p>	<p><i>Move, copy, shape, space, safely, around, travel, sideways, forwards, backwards</i></p>	<p><i>Counts, pose, level, slow, fast, balance</i></p>	<p><i>Mirror, action, pathway, direction, speed, timing</i></p>	<p><i>Flow, explore, create, perform, match, feedback, expression</i></p>	<p><i>Represent, reaction, dynamics, unison, control</i></p>	<p><i>Formation, posture, performance, canon, relationship</i></p>	<p><i>Choreograph, phrase, contrast, structure, fluently, connect</i></p>



Games	R	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
<b>Striking and Hitting a Ball</b>	Hit a ball with a bat or racquet.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.
<b>Throwing and Catching a Ball</b>	Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.	Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Throw and catch accurately and successfully under pressure in a game.
<b>Travelling with a Ball</b>	Move a ball in different ways, including bouncing and	Travel with a ball in different ways. Travel with a ball in different	Bounce and kick a ball whilst moving. Use kicking skills in a	Move with the ball in a variety of ways with some control. Use two	Move with the ball using a range of techniques showing control and	Use a variety of ways to dribble in a game with success. Use ball skills in	Show confidence in using ball skills in various ways in a game situation,

	kicking. Use equipment to control a ball.	directions (side to side, forwards and backwards) with control and fluency.	game. Use dribbling skills in a game.	different ways of moving with a ball in a game.	fluency.	various ways, and begin to link together..	and link these together effectively
<b>Passing a Ball</b>	Kick an object at a target.	Pass the ball to another player in a game. Use kicking skills in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	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.
<b>Possession</b>				Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
<b>Using Space</b>	Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space.	Demonstrate a good awareness of space.
<b>Attacking and Defending</b>	Play a range of chasing games.	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from

		to get past a defender.					scoring
<b>Tactics and Rules</b>	Follow simple rules.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.	Vary the tactics they use in a game. Adapt rules to alter games.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.
<b>Compete/Perform</b>	Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
<b>Vocabulary</b>	Run, stop, throw, roll, team, kick, space, catch, pass, team, tag, balance, safely, space, forwards, backwards team, space, catch, throw, bounce	Far, aim, safely, direction, balance, send <u>Invasion Games:</u> Defender, points, dribbling, attacker, score partner <u>Net &amp; Wall Games:</u> Ready, position, partner, net, underarm <u>Striking &amp; Fielding:</u> Hit, points, targets, throw, score catch	Overarm, underarm, collect, target, distance, dribble <u>Invasion Games:</u> Received, send, teammate, chest pass, possession, goal, dodge, bounce pass <u>Net &amp; Wall Games:</u> Quickly, trap, defend, return, collect, against <u>Striking &amp; Fielding</u>	Receive, track, chest, shoulder, overhead, accurate <u>Invasion Games:</u> Receiver, footwork, rebound, tracking, interception, mark, travelling, playing area <u>Net &amp; Wall Games:</u> Serve, accurately, track, racket, control, rally, opponent	Release, select, control, consistently, technique, persevere <u>Invasion Games:</u> Outwit, opposition, opponent, contact, pivot, court, field, pitch <u>Net &amp; Wall Games:</u> Receiver, court, backhand, forehand <u>Striking &amp; Fielding</u> Stance, retrieve, opposition, stumped, two-handed, technique, short barrier	<u>Invasion Games:</u> Tactics, control, foul, pressure, onside, offside, support, obstruction <u>Net &amp; Wall Games:</u> Volley, control, footwork, set, co-operatively, continuously, rally <u>Striking &amp; Fielding</u> Pressure, overtake, tracking, back-up, support, tactics, outwit, officiate, fair play, pressure	<u>Invasion Games:</u> Consecutive, consistently, dictate, contest, formation, conceding, turnover, shut down <u>Net &amp; Wall Games:</u> Deep, forecourt, backcourt, defensive, attacking <u>Striking &amp; Fielding</u> Obstruction, continuous, drive hit, consecutive, consistently,

			<i>Fielder, send, teammate, runs, batter, received, bowler</i>	<u>Striking &amp; Fielding</u> <i>Strike, grip, rounder, backstop, bowl, post, wicket, batting, wicket keeper, fielding</i>			<i>co-operatively, defensive hit, tournament, sportsmanship</i>
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Gymnastics	R	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
<b>Acquiring and Developing Skills in Gymnastics</b>	Create a short sequence of movements.	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end.	Copy, explore and remember actions and movements to create their own sequence.	Choose ideas to compose a movement sequence independently and with others.	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences.	Select ideas to compose specific sequences of movements, shapes and balances.	
	Roll in different ways with control.	Link two actions to make a sequence.	Link actions to make a sequence.	Link combinations of actions with increasing confidence, including changes of direction, speed or level.	Move with clarity, fluency and expression.	Adapt their sequences to fit new criteria or suggestions.	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
	Travel in different ways.	Recognise and copy contrasting actions (small/tall, narrow/wide).	Travel in a variety of ways, including rolling.	Develop the quality of their actions, shapes and balances.	Show changes of direction, speed and level during a performance.	Perform jumps, shapes and balances fluently and with control.	Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
	Stretch in different ways.	Travel in different ways, changing direction and speed.	Hold a still shape whilst balancing on different points of the body.	Move with coordination, control and care.	Travel in different ways, including using flight.	Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.	Confidently use equipment to vault and incorporate this into sequences.
	Jump in a range of ways from one space to another with control.	Hold still shapes and simple balances. Carry out simple stretches.	Jump in a variety of ways and land with increasing control and balance.	Use turns whilst travelling in a variety of ways.	Improve the placement and alignment of body parts in balances.	Use equipment to vault in a variety of ways.	Apply skills and techniques consistently, showing precision and control.
	Begin to balance with control.	Carry out a range of simple jumps, landing safely.	Climb onto and jump off the equipment safely.	Use a range of jumps in their sequences.	Use equipment to vault in a variety of ways.	Carry out balances, recognising the position of their centre of gravity and how this affects the balance.	Develop strength, technique and flexibility throughout performances
	Move around, under, over, and through different objects and equipment.	Move around, under, over, and through different objects and equipment.	Move with increasing control and care.	Begin to use equipment to vault.	Begin to develop good technique when travelling, balancing and using equipment.	Apply skills and techniques consistently.	
		Begin to move with control and care.		Create interesting body shapes while holding balances with control and confidence.	Develop strength, technique and flexibility throughout	Develop strength, technique and flexibility throughout performances.	
				Begin to show flexibility in movements		Combine equipment with movement to create sequences.	

					performances.		
<b>Rolls</b>	Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll	Side Roll Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll	Crouched forward roll Forward roll from standing Tucked backward roll	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll
<b>Jumps</b>	Straight jump Tuck jump Jumping Jack Half turn jump	Straight jump Tuck jump Jumping jack Half turn jump Cat spring	Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap
<b>Vault</b>		Straight jump off springboard	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault
<b>Handstands, Cartwheels and Round-offs</b>	Bunny hop	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Handstand Lunge into handstand Cartwheel	Lunge into handstand Lunge into cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off
<b>Travelling &amp;</b>	Tiptoe, step,	Tiptoe, step, jump	Tiptoe, step,	Tiptoe, step, jump and	Tiptoe, step, jump	Tiptoe, step, jump	Tiptoe, step, jump and hop

<b>Linking Actions</b>	jump and hop	and hop Hopscotch Skipping Gallop	jump and hop Hopscotch Skipping Gallop Straight jump half-turn	hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot
<b>Shapes and Balances</b>	Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support
<b>Compete/Perform</b>	Control my body when performing a sequence of movements. Participate in simple games	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.
<b>Evaluate</b>		Watch and describe performances. Begin to say how	Watch and describe performances, and use what	Watch, describe and evaluate the effectiveness of a performance.	Watch, describe and evaluate the effectiveness of performances,	Choose and use criteria to evaluate own and others' performances.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate

		they could improve.	they see to improve their own performance.  Talk about the differences between their work and that of others.	Describe how their performance has improved over time.	giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	improvements.
<b>Vocabulary</b>	<i>Move, copy, over, shape, space, rock, around, safely, sideways, travel, forwards, backwards</i>	<i>Action, jump, roll, level, direction, speed, point, balance</i>	<i>Link, pathway, sequence, tuck, straddle, speed, star, pike</i>	<i>Flow, explore, create, matching, interesting, control, contrasting</i>	<i>Technique, quality, apparatus, perform, extension, inverted</i>	<i>Symmetrical, rotation, aesthetics, canon, asymmetrical, synchronisation, progression</i>	<i>Formation, momentum, counter-balance, fluently, counter-tension, stability</i>



Outdoor & Adventurous	R	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Trails				Orientate themselves with increasing confidence and accuracy around a short trail.	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>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>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>
Problem-Solving				Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	<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>Use clear communication to effectively complete 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>Use clear communication to effectively complete 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>
Preparation and Organisation				Begin to choose equipment that is appropriate for an activity.	Try a range of equipment for creating and completing an activity.	Choose the best equipment for an outdoor activity. Create an outdoor activity that	Choose the best equipment for an outdoor activity. Prepare an orienteering course

					<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>challenges others. Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p>	<p>for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.</p>
<b>Communication</b>				<p>Communicate with others.</p>	<p>Communicate clearly with others. Work as part of a team.</p> <p>Begin to use a map to complete an orienteering course.</p>	<p>Communicate clearly and effectively with others. Work effectively as part of a team.</p> <p>Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.</p>	<p>Communicate clearly and effectively with others when under pressure.</p> <p>Work effectively as part of a team, demonstrating leadership skills when necessary.</p> <p>Successfully use a map to complete an orienteering course. Use a compass for navigation.</p> <p>Organise an event for others.</p>
<b>Compete and Perform</b>				<p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities.</p>	<p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the</p>	<p><i>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</i></p> <p><i>Offer a detailed and effective evaluation of both personal performances and activities.</i></p> <p><i>Improve a trail to</i></p>	<p><i>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</i></p> <p><i>Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and</i></p>

					course.	increase the challenge of the course.	improving performance. Listen to feedback and improve an orienteering course from it.
Evaluate				Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. 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.
<b>Vocabulary</b>	<i>Share, team, path, listen, space, travel, follow, safely</i>	<i>Lead, co-operate, teamwork, solve, instructions</i>	<i>Support successful, map, direction, communicate</i>	<i>Rules, route, trust, navigate, grid, discuss, plan</i>	<i>Leader, effectively, symbol, inclusive, orientate</i>	<i>Collaborate, collective, navigation, tactical, control card, orienteering</i>	<i>Location, symbol, strategy, boundaries, critical thinking, cooperatively</i>

Swimming	R	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Swimming	<p>Enter the water safely. Move forwards for a distance of 5m.</p> <p>Scoop the water and wash face.</p> <p>Be at ease with water showered from overhead.</p> <p>Demonstrate an understanding of pool rules.</p> <p>Exit the water safely.</p> <p>Take part in a teacher led partner oriented game.</p>	<p>Move backwards for a distance of 5m. Move sideways for a distance of 5m.</p> <p>Move into a stretched floating position using aids, equipment or support</p> <p>Regain an upright position from on the back, with support.</p> <p>Regain an upright position from on the front, with support.</p> <p>Push and glide in a horizontal position to or from a wall.</p> <p>Put face in water and begin to blow bubbles.</p>	<p>Jump in from poolside safely.</p> <p>Swim 10m aided in shallow water using one basic method.</p> <p>Enter and exit water safely and remain safe around water .</p> <p>Explain what dangers to identify around water.</p> <p>Blow bubbles a minimum of 3 rhythmically with nose and mouth submerged.</p> <p>Push from wall and glide on the back.</p> <p>Push from wall and glide on the front.</p> <p>Travel on the back for 5m, aids or equipment may be used.</p> <p>Travel on the front for 5m, aids or equipment may be used.</p>	<p>Swim 10m unaided in shallow water using one basic method.</p> <p>Kick legs from the hip and identify when this needs improvements.</p> <p>Enter and exit water safely and remain safe around water.</p> <p>Explain what dangers to identify around water.</p> <p>Perform a rotation from the front to the back to gain an upright position.</p> <p>Perform a rotation from the back to the front to gain an upright position.</p> <p>Sink, push away from wall and maintain a streamlined position.</p> <p>Push and glide on the front with arms extended and log roll onto the back.</p> <p>Push and glide on the back with arms extended and log roll onto the front.</p> <p>Travel 5 metres on the front, perform a</p>	<p>Swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance.</p> <p>Use floats to swim longer distances with a more controlled leg kick.</p> <p>Join in all swimming activities confidently.</p> <p>Put face under the water and blow bubbles (begin to do this whilst swimming).</p> <p>Explore how to move in and under water.</p> <p>Recognise how swimming affects breathing.</p> <p>Identify and describe differences between different leg and arm actions.</p> <p>Understand water can be dangerous and repeat what to do when in difficulty.</p> <p>Perform a sequence of changing shapes</p>	<p>Swim between 10m and 20m unaided in shallow water, using one stroke.</p> <p>Begin to swim 10m-15m unaided using a second stroke.</p> <p>Put face in water and breath correctly when swimming in one identifiable stroke.</p> <p>Use a float to aid their swimming and confidence in deeper water.</p> <p>Use a float to develop leg and arm techniques.</p> <p>Begin to explain how to keep safe whilst in water and what dangers should be identified</p> <p>Perform a flat stationary scull on the back.</p> <p>Tread water for 30 seconds.</p> <p>Perform three different shaped jumps into deep water.</p> <p>Push and glide and swim 10 metres backstroke.</p> <p>Sink, push off on</p>	<p>Swim 25m unaided in water using one basic method to achieve this distance.</p> <p>Use two different strokes swimming on both front and back.</p> <p>Control breathing.</p> <p>Swim confidently and fluently both on the surface and under the water.</p> <p>Explain how to remain safe in water and what do if you or someone nearby gets into difficulty</p> <p>Push and glide and swim 25 metres front crawl, breaststroke butterfly.</p> <p>Perform a sitting dive or dive</p>

				<p>tuck</p> <p>Fully submerge to pick up an object.</p> <p>Perform a tuck float and hold for three seconds.</p> <p>Exit the water without using steps</p>	<p>(minimum of three) whilst floating on the surface and demonstrate an understanding of floating.</p> <p>Perform a head first sculling action for 5 metres in a flat position on the back.</p> <p>Travel on back and log roll in one continuous movement onto front.</p> <p>Travel on front and log roll in one continuous movement onto back.</p>	<p>side from the wall, glide, kick and rotate into backstroke.</p> <p>3. Sink, push off on side from the wall, glide, kick and rotate into front crawl.</p> <p>Perform a 'shout and signal' rescue.</p> <p>Perform a surface dive</p>	
<p><b>Vocabulary</b></p>	<p><i>Exit, enter, front, travel, rules, kicking, safely, back</i></p>	<p><i>Exit, enter, front, travel, rules, kicking, safely, back, floats, bubbles, under</i></p>	<p><i>Pulling, splash, unaided, gliding, floating, breathing</i></p>	<p><i>Sculling, crawl, breaststroke, submersion, rotation, backstroke</i></p>	<p><i>Stroke, huddle, alternate, survival, treading water, buoyancy</i></p>	<p><i>Exhale, flutter kick, surface, somersault, personal best, inhale</i></p>	<p><i>Endurance, propel, continuous, streamline, synchronised, retrieve</i></p>