

Blandford St. Mary
CE Primary School

Physical Education
Progression of skills and essential knowledge

At Blandford St Mary Primary School, the intent of teaching Physical Education is to give children the tools and understanding required to make a positive impact in their own social, emotional, physical and mental wellbeing. We want all children to experience a wide variety of sports and physical skills which will enhance a life-long love and enjoyment for making healthier lifestyle choices. We aim to teach children to cope with both success and failure in competitive, individual and team based physical activities, building their perseverance and resilience as well as compassion for others. We intend to promote and provide opportunities for physical activity for a minimum of 60 minutes a day, with 2 hours of PE a week.

BSM curriculum drivers




<u>Curriculum drivers</u>	<u>What this looks like in PE</u>
Aspiration	Both within our curriculum and through enrichment activities, PE at Blandford St Mary develops our children’s cultural capital with the aim of inspiring all children to develop a life-long love for being active. Our teachers show confidence when adapting PE lessons to suit the needs of individuals, enabling all children to aspire to achieve.
Communication	As well as the benefits to children’s physical health, our PE curriculum develop children’s social and emotional wellbeing through teamwork, communication, and collaboration among students. Every PE lesson encourages interaction with peers, developing self-confidence and empathy to successfully communicate and work together. PE encourages social awareness – through communication, sharing and understanding, fostering emotional development, helping children to solve problems and manage conflict both within PE lessons and out.
Creativity	Our PE curriculum develops attitudes to support kinetic creativity which allows children to self-express and build their self-confidence. PE allows children to express their creative side through physical activity, providing positive intrinsic feedback, enabling children to discover active, healthy interests that will last a lifetime.










The knowledge taught throughout our curriculum is a springboard to developing further knowledge. Each unit of work is planned carefully to ensure concepts are taught in optimal order to support children's understanding. As well as developing a breadth of subject knowledge, we want our children to develop subject specific skills both in isolation and within a competitive environment. In addition to the knowledge developed within lessons, all children will develop their experiential knowledge through carefully planned enrichment activities.

Physical Education in the National Curriculum


<u>EYFS</u>	<u>KS1</u>	<u>KS2</u>
<p>Early Learning Goals:</p> <p><u>Personal, Social and Emotional Development ELG:</u> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly Work and play co-operatively and take turns with others • Show sensitivity to their own and to others' needs <p><u>Physical Development ELG:</u> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<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><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 	<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><u>Pupils should be taught to:</u></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, rounder's and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best

PE is the study of sport, health and fitness through developing competence in a broad range of activities.

<u>Pillars of learning</u>		
Motor Competence 	Rules, Strategies and Tactics 	Healthy Participation 




<u>Strands</u>								
Invasion games 	Net and Wall games 	Target games 	Ball skills 	Fitness 	Athletics 	Gymnastics 	Dance 	Swimming 

The fundamental movements of physical activity



Pillars of learning

Topics build knowledge sequentially with opportunities to revisit and build on children's prior learning – deepening knowledge and understanding. Links are made in learning through recurring themes throughout our curriculum.

<p style="text-align: center;"><u>Motor Competence</u></p> 	<p style="text-align: center;"><u>Rules, Strategies and Tactics</u></p> 	<p style="text-align: center;"><u>Healthy participation</u></p> 
<p>This is a person's ability to make a range of physical actions which include co-ordinating fine and gross motor skills. These are fundamental to participate in everyday activities as well as playing and partaking in physical activity. It is important all pupils develop a good level of fundamental movement skills in early years so they are able to progress from simple to complex patterns of movements</p>	<p>Pupils need to be taught how to move intelligently as well as competently. This involves responding to the needs of the context. To understand how to respond pupils need to be explicitly taught the rules, strategies and tactics involved with different types of activities. Tactics are the decisions people make about how, when and where to move. Tactics are closely related to motor competence; they are only successful if pupils can perform the necessary movement. Some physical activities don't have rules or tactics, but all have strategies for success. These are less time-dependent and can have a broader relevance beyond playing games.</p>	<p>It is important for pupils to make connections between their knowledge of health and how it applies to physical activity. Otherwise, they will find it difficult to make informed decision about how to partake n Physical activity in a healthy way. Pupils' interests can be increased by teaching how the body works, so they can understand the relationships between activity and its effect on the body. Developing knowledge of the broader aspects of physical activity allow pupils to be able to make informed choices about their own participation outside of school.</p>

Our Physical Education Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Introduction to PE: Unit 2	Fundamentals: Unit 1	Gymnastics: Unit 1	Dance: Unit 1	Ball Skills: Unit 1	Games: Unit 2
Year 1	Fundamentals Ball skills	Gymnastics Sending and Receiving	Gymnastics Target Games	Dance Invasion Games	Dance Striking and Fielding Games	Athletics Net and Wall Games
Year 2	Fundamentals Ball skills	Gymnastics Sending and Receiving	Gymnastics Target Games	Dance Invasion Games	Dance Striking and Fielding Games	Athletics Net and Wall Games
Year 3	Fundamentals Dance	Athletics Dance	Gymnastics Ball Skills	Gymnastics Dodgeball	Football Hockey	Basketball Tennis
Year 4	Fitness Dance	Netball Dance	Gymnastics (L: 1,3,5,7,9 & 11) Swimming	Hockey Swimming	Athletics Rounders	Cricket Tennis
Year 5	Fitness Football	Dance Basketball	Gymnastics Tennis	Gymnastics Athletics	Swimming Rounders	Swimming Cricket
Year 6	OAA Swimming	Handball Swimming	Gymnastics Hockey	Badminton Tag Rugby	Athletics Dance	Tennis Dance

Skills and knowledge progression in Dance




Pillar	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Motor Competence	<p>Skills Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others</p> <p>Knowledge Actions: understand that I can move my body in different ways to create interesting actions.* Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting.</p>	<p>Skills Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience.</p> <p>Knowledge Actions: understand that actions can be sequenced to create a dance.* Dynamics: understand that I can create fast and slow actions to show an idea.* Space: understand that there are different directions and pathways within space. Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time. Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. Strategy: know that if I use exaggerated actions it helps the audience to see them clearly</p>	<p>Skills Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance.</p> <p>Knowledge Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance.* Relationships: know that using counts of 8 will help me to stay in time with my partner and the music.* Performance: know that using facial expressions helps to show the mood of my dance. Strategy: know that if I practice my dance my performance will improve.</p>	<p>Skills Actions: create actions in response to a stimulus individually and in groups. Dynamics: use dynamics effectively to express an idea. Space: use direction to transition between formations. Relationships: develop an understanding of formations. Performance: perform short, self-choreographed phrases showing an awareness of timing.</p> <p>Knowledge Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. Dynamics: understand that all actions can be performed differently to help to show effect.* Space: understand that I can use space to help my dance to flow. Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. Performance: understand that I can use timing techniques such as canon and unison to create effect.* Strategy: know that if I show sensitivity to the music, my performance will look more complete.</p>	<p>Skills Actions: respond imaginatively to a range of stimuli related to character and narrative. Dynamics: change dynamics confidently within a performance to express changes in character. Space: confidently use changes in level, direction and pathway. Relationships: use action and reaction to represent an idea. Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently</p> <p>Knowledge Actions: understand that some actions are better suited to a certain character, mood or idea than others.* Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others.* Space: understand that space can be used to express a certain character, mood or idea. Relationships: understand that some relationships are better suited to a certain character, mood or idea than others. Performance: know that being aware of other performers in my group will help us to move in time. Strategy: know that I can select from a range of dance techniques to translate my idea.</p>	<p>Skills Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. Dynamics: confidently use dynamics to express different dance styles. Space: confidently use direction and patterning to express different dance styles. Relationships: confidently use formations, canon and unison to express a dance idea. Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p> <p>Knowledge Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style.* Dynamics: understand that different dance styles utilise selected dynamics to express mood.* Space: understand that space relates to where my body moves both on the floor and in the air. Relationships: understand that different dance styles utilise selected relationships to express mood.* Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work. Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.</p>	<p>Skills Actions: show controlled movements which express emotion and feeling. Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. Space and relationships: use a variety of compositional principles when creating my own dances. Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p> <p>Knowledge Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent.* Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea.* Performance: understand how a leader can ensure our dance group performs together. Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.*</p>
 Rules, Strategies and Tactics							
 Healthy Participation							

*Essential knowledge

Dance vocabulary progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
action, direction, finish, position, high, move, quickly, slowly, space, travel, fast, start, position, shape, counts, low	pathway, copy pose, beat fast, level, timing, balance, dynamics, expression, matching, mirroring, perform, speed, unison, create	pathway, copy pose, beat fast, level, timing, balance, dynamics, expression, matching, mirroring, perform, speed, unison, create	canon, explore, extend, feedback, formation, interact, action and reaction, flow order performance, relationship, represent, rhythm, structure	canon, explore, extend, feedback, formation, interact, action and reaction, flow order performance, relationship, represent, rhythm, structure	choreograph, choreography, collaboratively, genre, motif, posture, quality, transition, aesthetic, express, freeze frame, inspiration, mood, refine, rehearse	choreograph, choreography, collaboratively, genre, motif, posture, quality, transition, aesthetic, express, freeze frame, inspiration, mood, refine, rehearse

Skills and knowledge progression in Gymnastics



Pillar	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Motor Competence	<p>Skills Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.</p>	<p>Skills Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps including jumping off low apparatus</p>	<p>Skills Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.</p>	<p>Skills Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them. Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control.</p>	<p>Skills Shapes: develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand. Balances: develop control and fluency in individual and partner balances. Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control. Jumps: develop control in performing and landing rotation jumps.</p>	<p>Skills Shapes: perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: explore progressions of a cartwheel. Balances: explore symmetrical and asymmetrical balances. Rolls: develop control in the straight, barrel, forward, straddle and backward roll. Jumps: select a range of jumps to include in sequence work.</p>	<p>Skills Shapes: combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a cartwheel and a headstand. Balances: explore counter balance and counter tension. Rolls: develop fluency and consistency in the straddle, forward and backward roll. Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.</p>
 Rules, Strategies and Tactics	<p>Knowledge Shapes: understand that I can make different shapes with my body.* Balances: know that I should be still when holding a balance.* Rolls: know that I can change my body shape to help me to roll.* Jumps: know that bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly.</p>	<p>Knowledge Shapes: understand that I can improve my shapes by extending parts of my body.* Balances: know that balances should be held for 5 seconds.* Rolls: know that I can use different shapes to roll.* Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</p>	<p>Knowledge Shapes: know that some shapes link well together. Balances: understand that squeezing my muscles helps me to balance.* Rolls: understand that there are different teaching points for different rolls. Jumps: understand that looking forward will help me to land with control. Strategy: know that if I use shapes that link well together it will help my sequence to flow.*</p>	<p>Knowledge Shapes: understand how to use body tension to make my shapes look better.* Balances: understand that I can make my balances look interesting by using different levels. Rolls: understand the safety considerations when performing more difficult rolls. Jumps: understand that I can change the take off and shape of my jumps to make them look interesting.* Strategy: know that if I use different levels it will help to make my sequence look interesting.*</p>	<p>Knowledge Shapes: understand how shapes can be used to improve my sequence. Inverted movements: know that inverted movements are actions in which my hips go above my head.* Balances: know how to keep myself and others safe when performing partner balances. Rolls: understand that I can keep the shape of my roll using body tension.* Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees.* Strategy: know that if I use different directions it will help to make my sequence look interesting</p>	<p>Knowledge Shapes: understand that shapes underpin all other skills. Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.* Balances: understand how to use contrasting balances to make my sequences look interesting.* Rolls: understand that I need to work within my own capabilities and this may be different to others. Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. Strategy: know that if I use different pathways it will help to make my sequence look interesting.</p>	<p>Knowledge Shapes: know which shapes to use for each skill. Inverted movements: understand that spreading my weight across a base of support will help me to balance. Balances: know where and when to apply force to maintain control and balance.* Rolls: understand that I can use momentum to help me to roll and know where that momentum from.* Jumps: understand that taking off from two feet will give me more height and therefore more time in the air.* Strategy: know that if I use changes in formation it will help to make my sequence look interesting.</p>
 Healthy Participation							

*Essential knowledge

Gymnastics vocabulary progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
balance, bend, hold, copy, rock, land, over, jump, around, still, straight. through, travel, roll, shape, squeeze, star	action, control, direction, level, speed, link, pathway, pike, sequence, straddle, tuck	action, control, direction, level, speed, link, pathway, pike, sequence, straddle, tuck	body tension, contrast, extend, flow, landing position, match, take-off, point, bridge, fluidly, inverted, momentum, perform, shoulder stand, rotation, stability, wrist grip	body tension, contrast, extend, flow, landing position, match, take-off, point, bridge, fluidly, inverted, momentum, perform, shoulder stand, rotation, stability, wrist grip	quality, performance, stable, symmetrical, synchronisation, transition, identify, canon, cartwheel, extension, mirroring, asymmetrical, counter balance, counter tension, handstand, exhale, inhale	quality, performance, stable, symmetrical, synchronisation, transition, identify, canon, cartwheel, extension, mirroring, asymmetrical, counter balance, counter tension, handstand, exhale, inhale

Skills and knowledge progression in Fundamental movement and fitness




Pillar	Early Years <i>FMS</i>	Year 1 <i>FMS</i>	Year 2 <i>FMS</i>	Year 3 <i>FMS</i>	Year 4 <i>Fitness</i>	Year 5 <i>Fitness</i>	Year 6
 <p style="text-align: center;">Motor Competence</p>  <p style="text-align: center;">Rules, Strategies and Tactics</p>  <p style="text-align: center;">Healthy Participation</p>	<p>Skills Running: explore running and stopping. Explore changing direction safely. Balancing: explore balancing whilst stationary and on the move. Jumping: begin to explore take off and landing safely. Hopping: explore hopping on both feet. Skipping: explore skipping as a travelling action</p> <p>Knowledge Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.* Balancing: know that I can hold my arms out to help me to balance.* Jumping: know that bending my knees will help me to land safely. Hopping: understand that I use one foot to hop. Skipping: know that if I hop then step that will help me to skip.*</p>	<p>Skills Running: explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in take off and landing when jumping. Hopping: begin to explore hopping in different directions. Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p> <p>Knowledge Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster.* Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance. Jumping: know that landing on the balls of my feet helps me to land with control.* Hopping: know that I should hop with a soft bent knee. Skipping: know that I should use the opposite arm to leg when I skip.* Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>	<p>Skills Running: demonstrate balance when changing direction. Clearly show different speeds when running. Balancing: demonstrate balance when performing movements. Jumping: demonstrate jumping for distance, height and in different directions. Hopping: demonstrate hopping for distance, height and in different directions. Skipping: explore single and double bounce when jumping in a rope.</p> <p>Knowledge Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.* Balancing: understand that squeezing my muscles helps me to balance.+ Jumping: know that swinging my arms forwards will help me to jump further.+ Hopping: know that if I look straight ahead it will stop me falling over when I land. Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>	<p>Skills Running: change direction. Show an increase and decrease in speed. Balancing: demonstrate balance when performing other fundamental skills. Jumping and hopping: link jumping and hopping actions. Skipping: jump and turn a skipping rope.</p> <p>Knowledge Running: understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration).* Balancing: understand how balance helps us with everyday tasks. Jumping and hopping: know that if I jump and land in quick succession, momentum will help me to jump further. Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through.*</p>	<p>Skills Agility: show balance when changing direction at speed. Balance: show control whilst completing activities which challenge balance. Co-ordination: explore increased speed when co-ordinating my body. Speed: demonstrate improved sprinting technique. Strength: develop building strength in different muscle groups. Stamina: demonstrate using my breath to maintain my work rate.</p> <p>Knowledge Agility: know that keeping my elbows bent when changing direction will help me to stay balanced. Balance: understand that I need to squeeze different muscles to help me to stay balanced in different activities. Co-ordination: understand that if I begin in a ready position I can react quicker.* Speed: understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.* Strength: understand that strength comes from different muscles and know how I can improve my strength.* Stamina: understand that I need to pace myself when running further or for a long period of time.*</p>	<p>Skills Agility: demonstrate improved body posture and speed when changing direction. Balance: change my body position to maintain a controlled centre of gravity. Co-ordination: demonstrate increased speed when co-ordinating my body. Speed: apply the best pace for a set distance or time. Strength: demonstrate increased technique in body weight exercises. Stamina: use a steady pace to be able to move for sustained periods of time.</p> <p>Knowledge Agility: understand that to change direction I push off my outside foot and turn my hips.* Balance: understand that dynamic balances are harder than static balances as my centre of gravity changes. Co-ordination: understand that people will have varying levels of co-ordination and that I can get better with practice. Speed: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Strength: know the muscles I am using by name.* Stamina: understand that keeping a steady breath will help me to move for longer periods of time.*</p>	

*Essential knowledge

Fundamental movement skills and Fitness vocabulary progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
balance, bend, crawl, direction, fast, jump, hop, land, run, rules, safely, slide, space, slow, stop, travel	dodge, jog, skip , swing ready position, speed . hurdle, take-off, weight, sprint	dodge, jog, skip , swing ready position, speed . hurdle, take-off, weight, sprint	coordination, rhythm, agility, control, technique, record, react, static, accelerate, decelerate, dynamic	coordination, rhythm, agility, control, technique, record, react, static, accelerate, decelerate, dynamic	drive, consistent, persevere, stable, measure, motivate, power, analyse, engage, calves, rhythm, abdominals, quadriceps	

Skills and knowledge progression in Athletics




Pillar	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p style="text-align: center;">Motor Competence</p>  <p style="text-align: center;">Rules, Strategies and Tactics</p>  <p style="text-align: center;">Healthy Participation</p>		<p>Skills Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Throwing: explore throwing for distance and accuracy.</p> <p>Knowledge Running: understand that if I swing my arms it will help me to run faster.* Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further.* Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.* Rules: know that rules help us to play fairly.</p>	<p>Skills Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop overarm throwing for distance.</p> <p>Knowledge Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.* Jumping: know that swinging my arms forwards will help me to jump further.* Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.* Rules: know how to follow simple rules when working with others.</p>	<p>Skills Running: develop the sprinting technique and apply it to relay events. Jumping: develop technique when jumping for distance in a range of approaches and take off positions. Throwing: explore the technique for a pull throw.</p> <p>Knowledge Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. * Jumping: know that if I jump and land in quick succession, the momentum will help me to jump further. Throwing: understand that the speed of the movement helps to create power.* Rules: know the rules of the event and begin to apply them.</p>	<p>Skills Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Jumping: develop technique when jumping for distance. Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p> <p>Knowledge Running: understand that I need to pace myself when running further or for a long period of time. * Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.* Jumping: understand that transferring weight will help me to jump further.* Throwing: understand that transferring weight will help me to throw further.* Rules: know and understand the rules to be able to manage our own events</p>	<p>Skills Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Jumping: explore technique and rhythm in the triple jump. Throwing: Develop technique and power in javelin and shot put.</p> <p>Knowledge Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances. Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps.* Throwing: know how to transfer my weight in different throws to increase the distance.* Rules: understand and apply rules in a variety of events using official equipment.*</p>	<p>Skills Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. Jumping: develop power, control and technique in the triple jump. Throwing: develop power, control and technique when throwing discus and shot put.</p> <p>Knowledge Running: understand that I need to prepare my body for running and know the muscle groups I will need to use.* Jumping: understand that a run up builds speed and power and enables me to jump further.* Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.* Rules: understand and apply rules in events that pose an increase risk.</p>

*Essential knowledge

Athletics vocabulary progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	walk, quickly, time, leap, underarm, overarm, further, control	distance, sprint, height, landing, far, aim, take off	personal best, speed, technique, relay, power, baton, accuracy, event	stamina, speed, pace, technique, determination, perseverance, officiate, power, accuracy, personal best, flight	technique, compete, continuous, pace, flight, determination, personal best, momentum, stride, downsweep, upsweep, officiate, rhythm	technique, control, force, continuous, pace, trajectory, stride, momentum, officiate, flight, compete, rotation, transfer of weight

Skills and knowledge progression in Ball skills and Sending and Receiving

Pillar	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Motor Competence</p>  <p>Rules, Strategies and Tactics</p>  <p>Healthy Participation</p>	<p>Skills Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet.</p> <p>Knowledge Sending: know to look at the target when sending a ball.* Catching: know to have hands out ready to catch.* Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control.</p>	<p>Skills Sending: roll and throw with some accuracy towards a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet.</p> <p>Knowledge Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance. Catching: know to watch the ball as it comes towards me.* Tracking: know to move my feet to get in the line with the ball.* Dribbling: know that moving with a ball is called dribbling.*</p>	<p>Skills Sending: roll, throw and kick a ball to hit a target. Catching: develop catching a range of objects with two hands. Catch with and without a bounce. Tracking: consistently track and collect a ball being sent directly. Dribbling: explore dribbling with hands and feet with increasing control on the move.</p> <p>Knowledge Sending: know that stepping with opposite foot to throwing arm will help me to balance.* Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch.* Tracking: know that it is easier to move towards a ball to track it than chase it.* Dribbling: know to keep my head up when dribbling to see space/opponents.*</p>	<p>Skills Sending: send a ball with accuracy and increasing consistency to a target. Catching: catch a range of objects with increasing consistency. Tracking: track a ball not sent directly. Dribbling: dribble a ball with hands and feet with control.</p> <p>Knowledge Sending: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.* Catching: know to move my feet to the ball. Tracking: know that using a ready position will help me to react to the ball.* Dribbling: know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.*</p>			




*Essential knowledge

In Years 1 and 2, Ball skills is taught prior to Sending and Receiving as children need to learn the skills in isolation before transferring this to work collaboratively. In Year 3, the Ball skills unit is followed by Sending and Receiving in relation to game scenarios eg. Dodgeball, Football and Hockey units.

Ball skills and Sending and Receiving vocabulary progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
safely, catch, space, direction, throw , run ,score, partner, rules, win, points, aim, lose, hit, target, space, pass	soft, swing, track, underarm, control, ready position	soft, swing, track, underarm, control, ready position	communicate, opposition, pitch, court, receiver, referee, teamwork, tournament, control, onside, technique, accurate, intercept, limit, pressure, gain, protect, obstruct, option, cushion, opposing, momentum			

Skills and knowledge progression in Net and Wall games




Pillar	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<i>Tennis</i>	<i>Tennis</i>	<i>Tennis</i>	<i>Tennis and Badminton</i>
 Motor Competence		<p>Skills Hitting: explore hitting a dropped ball with a racket. Feeding: throw a ball over a net to land into the court area. Rallying: explore sending a ball with hands and a racket. Footwork: use the ready position to move towards a ball.</p>	<p>Skills Hitting: develop hitting a dropped ball over a net. Feeding: accurately underarm throw over a net to a partner. Rallying: explore underarm rallying with a partner catching after one bounce. Footwork: consistently use the ready position to move towards a ball.</p>	<p>Skills Shots: explore returning a ball using shots such as the forehand and backhand. Rallying: explore rallying using a forehand. Footwork: consistently use and return to the ready position in between shots.</p> <p>Knowledge Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.* Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going.* Footwork: know that moving to the middle of my court will enable me to cover the most space.* Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space. Rules: know the rules of the game and begin to apply them.*</p>	<p>Skills Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. Rallying: develop rallying using both forehand and backhand with increased technique. Footwork: begin to use appropriate footwork patterns to move around the court.</p> <p>Knowledge Shots: understand when to play a forehand and a backhand and why.* Rallying: know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot. Footwork: know that getting my feet in the right position will help me to balance before playing a shot.* Tactics: know that applying attacking tactics will help me to score points and create space.* Know that applying defending tactics will help me to deny space, return a ball and limit points.* Rules: know and understand the rules to be able to manage our own game.</p>	<p>Skills Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court.</p> <p>Knowledge Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net.* Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving.* Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going. Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating.</p>	<p>Skills Shots: demonstrate increased success and technique in a variety of shots. Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally. Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.</p> <p>Knowledge Shots: understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net if I have just moved my opponent to the back of the court.* Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.* Rallying: understand how to play different shots depending on if a rally is co-operative or competitive.* Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot. Tactics: understand when to apply some tactics for attacking and/or defending.* Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.</p>
 Rules, Strategies and Tactics		<p>Knowledge Hitting: know to use the centre of the racket for control.* Feeding: know to use an underarm throw to feed to a partner. Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball.* Footwork: know that using a ready position will help me to move in any direction.* Tactics: know that tactics can help us to be successful when playing games. Rules: know that rules help us to play fairly</p>	<p>Knowledge Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it.* Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.* Rallying: know that sending the ball towards my partner will help me to keep a rally going. Footwork: know that using a ready position helps me to react quickly and return/catch a ball.* Tactics: understand that applying simple tactics makes it difficult for my opponent. Rules: know how to score points and follow simple rules.</p>				
 Healthy Participation							

*Essential knowledge

Net and Wall games vocabulary progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	net, ready position track, racket, underarm	defend, against, quickly, trap, receive, return	backhand, control, court, forehand, tactic, react, competition, cooperation, face, opponent, rally, opposition	alternate, extend, continuous, deny, swing, contact, receiver, co- operative, reflect, compete	pressure, dominant, grip, serve, adjust, baseline, situation, readjust, release, create, cushion, option, technique, consecutive, communicate, non- dominant, groundstroke	prepare, stance, direct, doubles, thrust, placement, limit, service, abide, recover, opposing, appropriate, footwork

Skills and knowledge progression in Invasion games




Pillar	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<i>Football, Hockey and Basketball</i>	<i>Hockey and Netball</i>	<i>Football and Basketball</i>	<i>Handball, Hockey and Tag Rugby</i>
 Motor Competence		<p>Skills Sending & receiving: explore s&r with hands and feet to a partner. Dribbling: explore dribbling with hands and feet. Space: recognise good space when playing games. Attacking: explore changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner.</p>	<p>Skills Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball.</p>	<p>Skills Sending & receiving: explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities.</p>	<p>Skills Sending & receiving: develop passing techniques appropriate to the game with increasing success. Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. Defending: develop defending one on one and begin to intercept.</p>	<p>Skills Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p>	<p>Skills Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.</p>
 Rules, Strategies and Tactics		<p>Knowledge Sending & receiving: know to look at my partner before sending the ball.* Dribbling: know that moving with a ball is called dribbling.* Space: understand that being in a good space helps us to pass the ball. Attacking: know that being able to move away from a partner helps my team to pass me the ball.* Defending: know that staying with a partner makes it more difficult for them to receive the ball.* Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.</p>	<p>Knowledge Sending & receiving: know to control the ball before sending it.* Dribbling: know that keeping my head up will help me to know where defenders are. Space: know that moving into space away from defenders helps me to pass and receive a ball.* Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules.*</p>	<p>Knowledge Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.* Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.* Space: know that by spreading out as a team we move the defenders away from each other. Attacking and defending: know my role as an attacker and defender.* Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. Rules: know the rules of the game and begin to apply them.</p>	<p>Knowledge Sending & receiving: know that cushioning a ball will help me to control it when receiving it.* Dribbling: know that protecting the ball as I dribble will help me to maintain possession. Space: know that moving into space will help my team keep possession and score goals.* Attacking: recognise when to pass and when to shoot.* Defending: know when to mark and when to attempt to win the ball.* Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. Rules: know and understand the rules to be able to manage our own game.</p>	<p>Knowledge Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control. Dribbling: know that dribbling in different directions will help to lose a defender.* Space: know that by moving to space even if not receiving the ball will create space for a teammate.* Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.*</p>	<p>Knowledge Sending & receiving: understand and make quick decisions about when, how and who to pass to.* Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.* Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.* Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p>
 Healthy Participation							

*Essential knowledge

Invasion games vocabulary progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	attacker, defender, goal, mark, dodge, track	goalkeeper, possession, teammate, opponent, send, tactic, defend, receive, attack, shoot	accurate, invasion, opposition, receiver, tournament, communicate, offside, pitch, referee, control, onside, intercept, tackles court, teamwork, umpire	decision, pressure, protect, cushion, limit, delay, obstruct, opposing, supporting, deny, gain, option, momentum, accelerate	angle, close down, drive, situation, ball carrier, create, sportsmanship, stance, barrier, dominant, maintain, support, rebound	consecutive, dictate, appropriate, ball side, turnover, transition, abide, consistently, contest, draw, assess

Skills and knowledge progression in Striking and Fielding games




Pillar	EYFS	Year 1	Year 2	Year 3	Year 4 <i>Rounders and Cricket</i>	Year 5 <i>Rounders and Cricket</i>	Year 6
 <p style="text-align: center;">Motor Competence</p>  <p style="text-align: center;">Rules, Strategies and Tactics</p>  <p style="text-align: center;">Healthy Participation</p>		<p>Skills Striking: explore striking a ball with their hand and equipment. Fielding: develop tracking and retrieving a ball. Throwing: explore technique when throwing over and underarm. Catching: develop co-ordination and technique when catching.</p> <p>Knowledge Striking: understand that the harder I strike, the further the ball will travel. Fielding: know that throwing the ball back is quicker than running with it.* Throwing: know which type of throw to use to throw over longer distances.* Catching: know to watch the ball as it comes towards me. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.</p>	<p>Skills Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique.</p> <p>Knowledge Striking: understand the role of a batter. Know that striking quickly will increase the power.* Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.* Throwing: know that stepping with opposite foot to throwing arm will help me to balance.* Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch.* Tactics: understand and apply simple tactics for attack (batting) and defence (fielding). Rules: know how to score points and follow simple rules.</p>		<p>Skills Striking: develop batting technique with a range of equipment. Fielding: develop bowling with some consistency, abiding by the rules of the game. Throwing: use overarm and underarm throwing with increased consistency in game situations. Catching: begin to catch with one and two hands with some consistency in game situations.</p> <p>Knowledge Striking: know that using the centre of the bat will provide the most control and accuracy.* Fielding: know that it is easier to field a ball that is coming towards me rather than away so set up accordingly. Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw. Catching: know to track the ball as it is thrown to help to improve the consistency of catching.* Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. Rules: know and understand the rules to be able to manage our own game.</p>	<p>Skills Striking: explore defensive and driving hitting techniques and directional batting. Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. Throwing: demonstrate good technique when using a variety of throws under pressure. Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations</p> <p>Knowledge Striking: understand that stance is important to allow me to be balanced as I hit.* Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. Throwing: understand where to throw the ball in relation to where a batter is.* Catching: understand when to use a close catch technique or deep catch technique.* Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.</p>	

*Essential knowledge

Striking and fielding vocabulary progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	batter, batting, bowl, bowler, fielder, fielding, hit, overarm, out, ready position, track, underarm	backstop, runs, collect, teammate, stump, tactics		decision, momentum, pressure, limit, retrieve compete, cushion	close catch, deep catch, long barrier, situation, stance, backing up	

Skills and knowledge progression in Target games

Pillar	EYFS	Year 1	Year 2	Year 3 <i>Dodgeball</i>	Year 4	Year 5	Year 6
 <p>Motor Competence</p>  <p>Rules, Strategies and Tactics</p>  <p>Healthy Participation</p>		<p>Skills Throwing overarm: explore technique when throwing overarm towards a target. Throwing underarm: explore technique when throwing underarm towards a target.</p> <p>Knowledge Throwing: know which type of throw to use for distance and accuracy.* Know that my body position will affect the accuracy of my throw. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.</p>	<p>Skills Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. Throwing underarm: develop co-ordination and technique when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency.</p> <p>Knowledge Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power.* Striking: know to finish with my object/hand/foot pointing at my target.* Tactics: understand and apply simple tactics. Rules: know how to score points and follow simple rules.*</p>	<p>Skills Throwing: explore throwing at a moving target. Catching (dodgeball): begin to catch whilst on the move. Striking: begin to strike a ball with accuracy and balance.</p> <p>Knowledge Throwing: know to throw slightly ahead of a moving target.* Catching: know that beginning in a ready position will help me to react to the ball.* Tactics: know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for. Rules: know the rules of the game and begin to apply them.</p>			

*Essential knowledge

Target games vocabulary progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	overarm, distance, underarm, swing, balance, further	accurate, opponent, release, strike, teammate, ahead	agility, grip, hit out, power, tactic, caught out, communicate, opposition, technique, tournament			

Skills and knowledge progression in Swimming

Pillar	Year 4	Year 5	Year 6
 <p>Motor Competence</p>  <p>Rules, Strategies and Tactics</p>  <p>Healthy Participation</p>	<p><u>Skills</u></p> <p>Strokes: Can swim over a 10m distance with a buoyancy aid. Begin to use arms and legs together, more effectively across the water unaided.</p> <p>Breathing: Can submerge confidently in the water. Begin to explore breathing in sync with my kicking action.</p> <p>Water safety: Become aware of water safety and explore floating on my front and back. Demonstrate an awareness of water safety and float on my front and on my back.</p> <p><u>Knowledge</u></p> <p>Strokes: Understand that using cupped hands will help me to swim as the water cannot escape between my fingers.* Understand that moving my arms quickly will help me to pass through the water.</p> <p>Breathing: Know that I need to take a big breath before submerging. Know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater.*</p> <p>Water safety: Understand that floating can help me to stay safe. Understand that floating uses less energy than swimming.*</p> <p>Rules: Know that walking on poolside helps to keep me safe.* Know how to safely enter and exit the pool.*</p>	<p><u>Skills</u></p> <p>Strokes: Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Breathing: Begin to explore front crawl breathing technique. Demonstrate improved breathing technique in front crawl.</p> <p>Water safety: Explore techniques for personal survival to include survival strokes such as sculling and treading water. Become comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p> <p><u>Knowledge</u></p> <p>Strokes: Know that lifting my hips will help me to stay afloat whilst swimming.* Understand that keeping my legs together for crawl helps me to stay straight in the water.</p> <p>Breathing: Know that turning my head to the side to breathe will allow me to swim with good technique.* Know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath.</p> <p>Water safety: Know that treading water enables me to keep upright and in the same space.* Know what to do if I fall in the water.*</p> <p>Rules: Know that the water should be clear of swimmers before entering. Understand the water safety rules.*</p>	<p><u>Skills</u></p> <p>Strokes: Demonstrate increased technique in a range of strokes, swimming over a distance of 25m. Identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m.</p> <p>Breathing: Explore underwater breaststroke breathing technique over a distance of 25m. Demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m</p> <p>Water safety: Perform a variety of survival techniques.</p> <p><u>Knowledge</u></p> <p>Strokes: Understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster.* Understand that making my body streamlined helps me to glide through the water.*</p> <p>Breathing: Know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides.* Understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.</p> <p>Water safety: Know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers. Know which survival technique to use for the situation.*</p> <p>Rules: Understand rules in and around water. Understand that different environments have different rules to keep us safe around water.*</p>

*Essential knowledge

Swimming vocabulary progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				backstroke, front crawl, breaststroke, floating, stroke, sinking, surface, surface dive, rotations, submerge, survival	buoyancy, continuously, inhale, exhale, endurance, dolphin kick, retrieve, personal best, synchronized	propel, afloat, buoyant, motion, streamline, conserve, flexed

Healthy choices

EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
<p><i>How does it feel when I exercise?</i></p> <ul style="list-style-type: none"> • My heart beats faster. • I breath faster. • I feel tired. • I feel happy. <p><i>What parts of my body are working hard?</i></p> <p>Answers will activity-dependent.</p>	<p><i>What does it mean to be active? Can you name some ways to be active every day?</i></p> <ul style="list-style-type: none"> • Being active means that you are moving your body. • Examples may include: running, jumping, walking etc. <p><i>How does your body feel when your exercise?</i></p> <ul style="list-style-type: none"> • My heartrate gets faster. • My muscles ache. • I feel out of breath. <p><i>What are the benefits of having an active lifestyle?</i></p> <ul style="list-style-type: none"> • It keeps me healthy. • I can have fun when I'm active. 	<p><i>What are the benefits of being part of a team?</i></p> <ul style="list-style-type: none"> • Communication • Enjoyment • Trust • Belonging <p><i>Why does your heartrate increase when you do exercise?</i></p> <ul style="list-style-type: none"> • It pumps your blood around the body and carries oxygen to the muscles working. <p><i>What are the benefits of having an active lifestyle?</i></p> <ul style="list-style-type: none"> • It improves my mental and physical health. • It helps to prevent illness. 	<p><i>How does sport help our mind as well as our body?</i></p> <ul style="list-style-type: none"> • Increases self-confidence • Reduces stress • Improves sleep <p><i>What are the benefits of having an active lifestyle?</i></p> <ul style="list-style-type: none"> • It improves my mental and physical health. • Improves energy levels • Protection against serious health problems such as heart disease and Type 2 diabetes.