

Curriculum Overview: Physical Education and Sport



Dorchester Primary School

A Hull Collaborative Academy Trust school.



Working together in a safe and inclusive environment to develop creative, disciplined, and aspirational pupils.



The Dorchester Curriculum



The Vision

Our curriculum vision at Dorchester is to provide children with an ambitious, academic and personal curriculum which will open up future opportunities for success.

Curriculum Aims

Our curriculum aims to provide:

- A cumulative acquisition of concepts, knowledge and skills which enables all children to achieve their goals
- A creative, enquiry-based curriculum which promotes inquisitive minds, independence and a love for learning.
- A sense of belonging, identity and community to succeed in the modern world

Values

These aims are underpinned by our school values:

- Our school values respect, so our curriculum provides plentiful opportunities for children to work collaboratively, practice active listening, turn taking and acts of service.
- Our school values tolerance therefore our curriculum promotes social awareness and represents diverse voices
- Our school values self-belief so our curriculum promotes a growth mindset and develops independence
- Our school values empathy therefore our curriculum provides opportunities for children to view the world from different perspectives
- Our school values resilience so our curriculum promotes goal setting and problem solving

Curriculum Concepts

Children will also develop their understanding of identified curriculum concepts throughout all subjects. These concepts branch across our whole curriculum, creating horizontal links across all subjects. They aim to develop flexible knowledge and skills that children can apply to multiple curriculum areas.

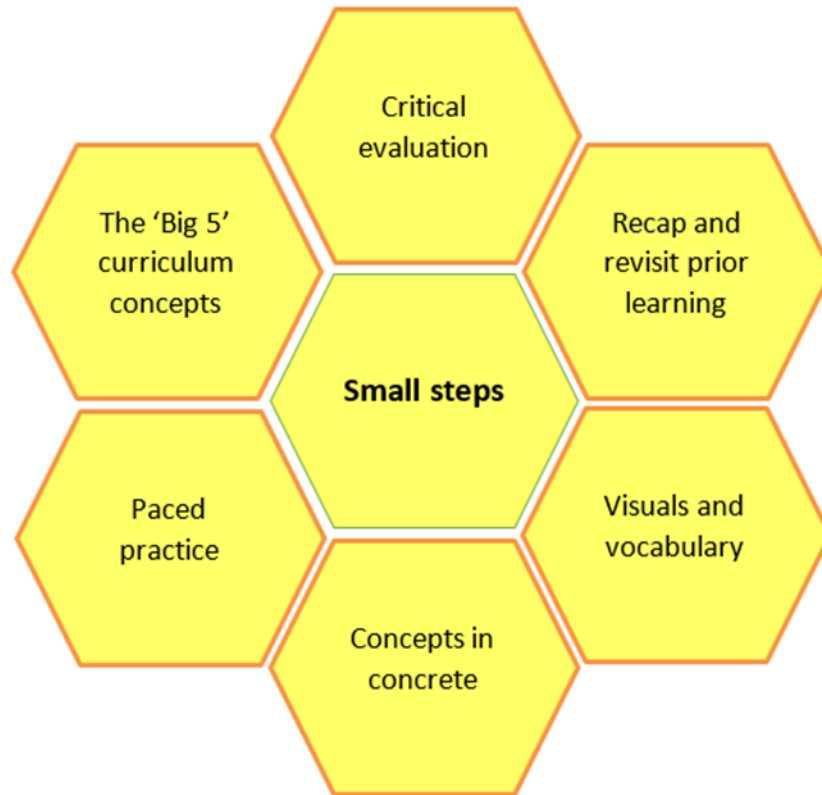
Compare and Contrast

Interpret and Summarise

Written and Oral Expression

Infer and Enquire

Predict and Connect



Dorchester Learning Framework

We have created a learning framework to support our teachers in planning, delivering and assessing the curriculum. This framework has been devised using research into knowledge acquisition and working memory to enable all children to learn and remember what we teach.

Progress at Dorchester means 'knowing more and remembering more'

Assessment

We have adopted a three-tier assessment model for wider curriculum subjects. Teachers will gather assessment information on what children have learnt (and retained): in the short term (e.g. within / after a lesson), the medium-term (e.g. after a unit of work), and long-term (e.g. at the end of their phase or key stage). Assessments will be used to inform the learning moving forward.

Curriculum Timetabling

At Dorchester, we want to ensure that we celebrate the talents of all pupils and provide everyone with opportunities to shine. Therefore, we have calculated the number of teaching hours available and have ensured that all pupils receive a broad and balanced curriculum based on the starting points of our children

Maths, Reading (including EARS for fluency and book talk KS1) and Writing (including spelling and handwriting) are taught daily.

Science, RE, PE, Music, PSHE and MFL (KS2) are taught weekly except where blocking of other subjects is needed. Computing is built within the curriculum subject areas as well as some standalone knowledge

History and Geography along with Art and DT are taught in alternating blocks per half term.

Day	Am (Hours)	Pm (Hours)
Mon	2hrs 45min	2hr 25mins
Tue	2hrs 45min	2hr 25mins
Wed	2hrs 45min	2hr 25mins
Thur	2hrs 45min	2hr 25mins
Fri	2hrs 45min	2hr 25mins

Curriculum Area	Hours per day	Weekly (B = Blocked)	Hours Per Year
English			
Reading	1	5 hrs	185 hours
Reading-Fluency	15 mins	1hr 15 mins	46 hours
			231 hour
Writing	45 mins	4 hr 15 mins	157 hours
- <i>Handwriting</i>	10 mins	50 mins	30
- <i>Spelling</i>	10mins	50mins	30
			217 hours
Maths			
Maths	1	5	185 hours
Computer Sciences			
Science	-	1hr	35 hours
Computing	-	45 mins	26 hours
Creative			
Art	-	1hr 30mins (B)	24 hours
Design and Technology	-	1hr 30 mins (B)	24 hours
Music	-	20 mins	11 hours
Humanities			
History	-	1hr 30 mins (B)	24 hours
Geography	-	1hr 30 mins (B)	24 hours
RE	-	45 minutes	24 hours
Additional			
Physical Education	-	1 hour	35 hours
MFL	-	20 mins	11 hours
PSHE	-	20 mins	11 hours



The PE/Sport Curriculum



The PE Vision

At Dorchester our vision is for children to lead and maintain healthy lifestyles, with the appropriate knowledge to make informed choices. We want our children to understand the importance of exercise and healthy eating and the impact this has on their bodies. Through our PE curriculum, children are exposed to a wide-range of physical activities, in the hope that they find interest and go on to choose to pursue sports out of school.

PE Curriculum

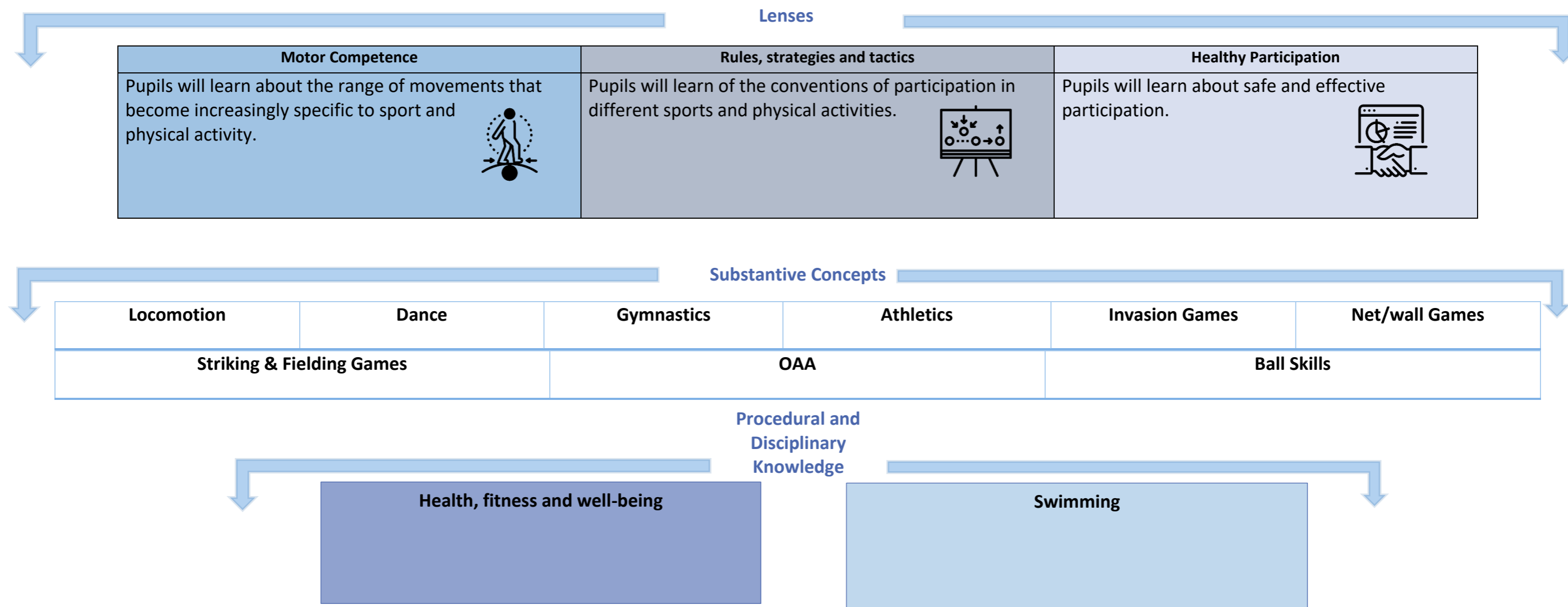
Our PE curriculum will:

- Teach pupils key substantive knowledge through three key lenses: Motor Competence; Rules, Strategies and Tactics; and Healthy Participation.
- Teach the substantive concepts of each identified area of the PE curriculum.
- Enable pupils to identify their strengths in sport and encourage them to pursue these further, to become 'experts'.
- Ensure children know more, remember more and can do more in physical education and sport.

Personal Development in the PE curriculum

- Citizenship – In PE, pupils will learn about teamwork and turn-taking, preparing them for life where rules are followed.
- Character – In PE, pupils will learn about kindness, respect and fairness. They will become familiar with the terms 'Sportsmanship' and 'Fair Play', and encourage others during team games.
- British Values – In PE, pupils will learn to follow rules and understand the consequences when they choose not to. They will link this to the rules of games they are familiar with and interested in. Pupils will demonstrate individual liberty by deciding how far they devote themselves to a sport. They will show tolerance and mutual respect by looking at the sports and games of other nations, as well as the inclusion of all, regardless of ability (such as Paralympics).
- Inclusion and equal opportunities – In PE, all pupils will be expected to participate and adaptations will be made to allow them to do so. At primary level, the vast majority of sports covered are inclusive of all genders and there is no seclusion.
- Wider opportunities – In PE, pupils will be afforded opportunities to take part in out-of-school sports clubs, as well as taking part in intra and inter-school competitions.

PE Knowledge Overview



Curriculum Concepts in the PE Curriculum

<p>Compare and Contrast – Children will compare and contrast different sports and tactics needed for them.</p>	<p>Interpret and Summarise – Children will interpret the performances of others and summarise the key learning points. They will also demonstrate an ability to summarise the main rules and strategies of key sports.</p>	<p>Infer and enquire- Children will demonstrate an ability to reflect on theirs and other’s performance and how their contributions to a game affected the outcome. They will also use their understanding of specific sports to make links to other sports i.e. from different nations (rugby and American Football)</p>	<p>Predict and Connect- Children will make predictions based on their knowledge of sports. They will connect their understanding of different sports when encountering similar sports, using their knowledge strategies and tactics to succeed.</p>	<p>Written and Oral Expression – Children will use oral communication effectively to participate in team games and competitive sport, directing and challenging their peers to get the best result.</p>
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PE Long-Term Plan

Cycle A

	EYFS	Y1/2	Y3/4	Y5/6
6 weeks	Ball Skills (Hands 1)	Health & Well Being	Net/Wall (Tennis)	Net/Wall (Badminton)
6 weeks	Dance (Ourselves)	Dance (Explorers)	Invasion (Handball)	Invasion (Dodgeball)
6 weeks	Gymnastics (Moving)	Gymnastics (Linking)	Gymnastics (Levels and Direction)	Health Related Exercise
6 weeks	Locomotion (Walking)	Locomotion (Dodging)	Swimming	Invasion (Tag-Rugby)
6 weeks	Attack v Defence (Games for understanding)	Attack vs Defence (Games for Understanding)	Invasion (Hockey)	OAA (Problem Solving)
6 weeks	Locomotion (Jumping)	Athletics (Custom Unit)	Athletics (Throwing/Jumping)	Athletics (Competitions)
2 weeks – review and assess				










Cycle B

	EYFS	Y1/2	Y3/4	Y5/6
6 weeks	Ball Skills (Hands 1)	Ball Skills (Feet)	Invasion (Basketball)	Invasion (Football)
6 weeks	Dance (Ourselves)	Dance (Growing)	Dance (Space)	Dance (Street Art)
6 weeks	Gymnastics (Moving)	Gymnastics (Body Parts)	Gymnastics (Symmetry & Asymmetry)	Gymnastics (Matching & Mirroring)
6 weeks	Locomotion (Walking)	Team Building	Swimming	OAA (Orienteering)
6 weeks	Attack v Defence (Games for understanding)	Ball Skills (Racquets, bats and balls)	Striking & Fielding (Rounders)	Striking & Fielding (Cricket)
6 weeks	Locomotion (Jumping)	Locomotion (Running 1)	Athletics (Athletics)	Athletics (Running)
2 weeks – review and assess				

National Curriculum Expectations

EYFS – Physical Development		
Three and Four-Year Olds	Reception	ELG
<ul style="list-style-type: none"> - Continue to develop their movement, balancing riding (scooters, trikes and bikes) and ball skills. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank depending on its length and width. 	<ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: rolling – walking – running – skipping – crawling – jumping – hopping – climbing. - Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - Combine different movements with ease and fluency. - Develop overall body-strength, balance, coordination and agility. - Further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Key Stage 1		Key Stage 2
<p>Pupils should be taught about:</p> <p>Dance:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; • Perform dances using simple movements and patterns. <p>Games / Athletics / Gymnastics:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; • Participate in team games, developing simple tactics for attacking and defending; 		<p>Pupils should be taught about:</p> <p>Dance:</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance; • Perform dances using a range of movement patterns; • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Games / Athletics / Gymnastics:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination; • Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending; • Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics); • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Outdoor Adventurous Activities:</p> <ul style="list-style-type: none"> • Take part in outdoor and adventurous activity both individually and within a team; • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<p>Swimming and water Safety: All school should provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25m; • Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke); • Perform safe self-rescue in different water-based situations. 		

Curriculum Exposure

Dance	Gymnastics	Athletics	Invasion Games	Striking/Fielding Games	Net/Wall Games	OAA	Locomotion	Ball Skills
 <small>Created by Soremba from Noun Project</small>	 <small>Created by zidney from Noun Project</small>	 <small>Created by WEBTECHOPS LLP from Noun Project</small>	 <small>Created by lily lee from Noun Project</small>	 <small>Created by JYKON from Noun Project</small>	 <small>Created by Gizmo from Noun Project</small>	 <small>Created by Jesper Vestergaard from Noun Project</small>		 <small>Created by N.Style from Noun Project</small>
<p>Ourselves</p> <p>Growing</p> <p>Space</p> <p>Street Art</p> <p>Explorers</p>	<p>Moving</p> <p>Body Parts</p> <p>Linking</p> <p>Symmetry & Asymmetry</p> <p>Levels and Direction</p> <p>Marching and Mirroring</p>	<p>Running</p> <p>Throwing</p> <p>Jumping</p> <p>Competitions</p>	<p>Basketball</p> <p>Dodgeball</p> <p>Football</p> <p>Hockey</p> <p>Handball</p> <p>Tag Rugby</p>	<p>Cricket</p> <p>Rounders</p>	<p>Badminton</p> <p>Tennis</p>	<p>Orienteering</p> <p>Communication & Tactics</p> <p>Problem Solving</p>	<p>Walking</p> <p>Jumping</p> <p>Running</p> <p>Dodging</p>	<p>Hands</p> <p>Feet</p> <p>Racquets, bats and balls</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ball Skills	<p>Substantive:</p> <ul style="list-style-type: none"> - Know to look at the target when sending a ball/object. - Know how to have hands ready to catch a ball/object. - Know to watch the ball/object as it comes towards them and scoop it with two hands. - Know that keeping a ball close will help with control. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Know to face body towards target when rolling and throwing underarm to help me balance. - Know to watch the ball as it comes towards them. - Know to move their feet to get in line with the ball. - Know that moving with the ball is called 'dribbling'. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Know that stepping with the opposite foot to throwing arm will help with balance. - Know to use wide fingers and pull the ball into chest to help catch securely. - Know that it is easier to move towards a ball to track it, then chase it. - Know to keep head up when dribbling to see space / opponents. 				
	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Send balls/objects with hands and feet. - catch with themselves and with a partner. - Stop a ball with hands and feet. - Drop and catch with two hands and move a ball with feet. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Roll and throw with some accuracy towards a target. - Begin to catch with two hands. Catch after a bounce. - Track a ball being sent directly. - Explore dribbling with hands and feet. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Roll, throw and kick a ball to hit a target. - Develop catching a range of objects with two hands. Catch without a bounce. - Consistently track and collect a ball being sent directly. - Dribble a ball with hands and feet with control. 				
V	<p><i>run, stop, roll, throw, team, kick, space, catch</i></p>	<p><i>Far, near, aim, safely, direction, balance, send, dribble</i></p>	<p><i>Overarm, underarm, collect, target, distance, possession</i></p>				

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Invasion Games				<p>Substantive:</p> <ul style="list-style-type: none"> - Know that pointing hand/foot/stick towards the target on release, will help them to send a ball accurately. - Know that dribbling is an attacking skill which helps them to move towards a goal or away from defenders. - Know that by spreading out as a team, they move the defenders away from each other. - Know their role as an attacker and defender. - Know that using simple tactics will help their team to achieve an outcome. - Know the rules of the game and begin to apply them. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Know that cushioning a ball will help them to control it when receiving it. - Know that protecting the ball as they dribble will help them to maintain possession. - Know that moving into space will help their team keep possession and score goals. - Recognise when to pass and when to shoot. - Know when to mark and when to attempt to win the ball. - Know that applying attacking tactics will help to maintain possession and score goals. - Know that applying defending tactics will help to deny space to opponents, gain possession and stop goals. - know and understand the rules and be able to manage their own game. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Know that not having a defender between self and a team-mate enable better control when sending and receiving. - Know that dribbling in different directions will help to lose a defender. - Know that by moving to a space, even if not receiving the ball, will create space for a team mate. - Understand the need to tactics and identify when to use them in different situations. - Understand and apply rules in a variety of invasion games whilst playing and officiating. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand and make quick decisions about when, how and who to pass to. - Choose the appropriate skills for the situation under pressure. - Understand that transitioning quickly between attack and defence will help maintain or gain possession. - Know how to create and apply a tactic for a specific situation or outcome. - Understand, apply and use rules consistently in a variety of invasion games, whilst playing and officiating.
				<p>Disciplinary:</p> <ul style="list-style-type: none"> - Explore sending and receiving, abiding by the rules of the game. - Explore dribbling the ball, abiding by the rules of the game, and under some pressure. - Develop using space as a team. - Develop movement skills to lose a defender. - Explore shooting actions in a range of invasion games., - Develop tracking opponents to limit their scoring opportunities. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Develop passing techniques appropriate to the game, with increasing success. - Catch a ball using one and two hands and receive a ball with feet with increasing success. - Link dribbling the ball with other actions and change direction whilst dribbling, with some control. - Develop moving into space to help their team. - Change direction to lose an opponent. - Develop one-on-one defending and begin to intercept. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Develop control when sending or receiving when under pressure. - Dribble with some control, whilst under pressure. - Explore moving to create space for themselves and others in their team. - Use a variety of techniques to lose an opponent. - Develop tracking and marking with increased success. - Explore intercepting a ball using one and two hands. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Send and receive consistently using a range of techniques with increasing control under pressure. - Dribble consistently using a range of techniques with increasing control under pressure. - Move to the correct space when transitioning from attack to defence or vice versa and use space for self and others. - Confidently change direction to lose an opponent. - Use a variety of defending skills in game situations.
V				<i>Receiver, footwork, rebound, tracking, interception, mark</i>	<i>Opposition, outwit, cushioning, opponent, contact, pivot, court, field</i>	<i>Official/Officiate, tactics, control, onside, offside, obstruction</i>	<i>Formation, concede, turnover, dictate, consecutive</i>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Striking & Fielding	<p>Substantive:</p> <ul style="list-style-type: none"> - Know to point their hand at their target when striking a ball. - Know to scoop a ball with two hands. - Know to put their hand at their target when throwing. - Know to have their hands out ready to catch. - Make simple decisions in response to a task. - Know that rules help them to stay safe. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that the harder they strike, the further the ball will travel. - Know that throwing the ball back is quicker than running with it. - Know which type of throw to use to throw over longer distances. - Know to watch the ball as it comes towards them. - Know that tactics can help them when they are playing games. - Know that rules help them to play fairly. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand the role of a batter. - Know that striking quickly will increase the power. - 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. - Know that stepping with the opposite foot to their throwing arm will help them balance. - know to use wide fingers and pull the ball into their chest to help them catch securely. - Understand and apply simple tactics for striking and fielding. - Know how to score points and follow simple rules. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Know that striking to space away from fielders will help them score points. - Know to look at where the batter is before deciding what to do. - Know to communicate with team mates before throwing a ball to them. - Know that overarm throwing is used for long distances and underarm throwing is for shorter distances. - Know to move their feet to the ball. - Know that using simple tactics will help their team to achieve an outcome. - Know the rules of the game and begin to apply them. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Know that using the centre of the bat will provide the most control and accuracy. - Know that it is easier to field a ball coming towards them rather than away. - Understand that being balanced before throwing will help them to achieve better accuracy. - Know to track the ball as it is thrown to help to improve the consistency of catching. - 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. - Know and understand the rules and be able to manager their own game. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that stance is important to allow them to be balanced as they hit. - Know that 'backing up' a fielder as a ball is being thrown will help the increase the chances of fielding successfully. - Understand where to throw the ball in relation to where the batter is. - Understand when to use a close catch technique, or a deep catch technique. - Understand the need for tactics and identify when to use them in different situations. - Understand and apply rules in a variety of striking and fielding games whilst playing and officiating. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that the momentum and power for striking a ball comes from the legs as well as the arms. - Know which fielding action to apply to the situation. - Consistently make good decisions on who to throw to and when to throw in order to get batters out. - Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. - Understand and apply some tactics in the game as a batter, bowler and fielder. - Understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.
	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Explore sending a ball to a partner. - Explore tracking and stopping a rolling ball. - Explore rolling, throwing and catching using a variety of equipment. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Explore striking a ball with their hand and equipment. - Develop tracking and retrieving a ball. - Explore technique when throwing over and underarm. - Develop coordination and technique when catching. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Develop striking a ball with their hand and equipment with some consistency. - Develop tracking a ball and decision-making with the ball. - Develop coordination and technique when throwing over and underarm. - Catch with two hands 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Begin to strike a bowled ball after a bounce with different equipment. - Explore bowling to a target and fielding skills to include a two-handed pick up. - Use overarm and underarm throwing in games situations. - Catch with some consistency in game situations. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Develop batting technique with a range of equipment. - Develop bowling with some consistency, abiding by the rules of the game. - Use overarm and underarm throwing with increased consistency in game situations. - Begin to catch with one hand and two hands with some consistency in game situations. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Explore defensive and driving and hitting techniques and directional batting. - Develop over and underarm bowling technique. - Develop long and short barrier and tow-handed pick up. - Demonstrate good technique when using a variety of throws under pressure. - Explore catching skills (close/deep/wicket keeping) and apply these with some consistency in game situations. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Strike a bowled ball with increasing accuracy and consistency. - Use a wider range of fielding skills with increasing control under pressure. - Consistently demonstrate good technique in throwing skills under pressure. - Consistently demonstrate good technique in catching skills under pressure.
V	<i>Run, pass, roll, team, space, safely, around, forwards, backwards</i>	<i>Hit, throw, points, score, target, catch</i>	<i>Fielder, send, batter, bowler, received</i>	<i>Strike, grip, rounder, backstop, bowl, post, wicket (keeper)</i>	<i>Stance, retrieve, opposition, stumped, two-handed pick up, technique, short barrier</i>	<i>Pressure, backing up, support, overtake, tracking, outwit, tactics</i>	<i>Obstruction, continuous, driver hit, consecutive, cooperatively, defensive hit</i>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Net / Wall	<p>Substantive:</p> <ul style="list-style-type: none"> - Know to point their hand/object at their target when hitting a ball/object. - Know to look at the target when sending a ball/object and watch the ball/object to receive it. - Know how to use big steps to run and small steps to stop. - Make simple decisions in response to a task. - Know that rules help us to stay safe. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Know to use the centre of the racquet for control. - Know to use an underarm throw to feed a partner. - Know that throwing/hitting to my partner with not too much power, will help them to return the ball. - Know that using a 'ready' position will help them to move in any direction. - Know that tactics can help them be successful when playing games. - Know that rules help them to play fairly. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Know to watch the ball as it comes towards them to help them to prepare to hit it. - 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. - Know that sending the ball towards my partner will help me to keep a rally going. - Know that using a 'ready' position help them to react quickly and return/catch a ball. - Understand that applying simple tactics makes it difficult for their opponent. - Know how to score points and follow simple rules. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Know that pointing the racquet face/their hand where they want the ball to go and turning their body, will help them to hit it accurately. - Know that hitting towards their partner will help them to return the ball easier and keep the rally going. - Know that moving to the middle of the court will enable them to cover the most space. - Know that using simple tactics will help to achieve an outcome. - Know the rules of the game and begin to apply them. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand when to play a forehand or backhand, and why. - Know that moving their feet to the ball will help them to hit in a more balanced position, therefore increasing the accuracy of their shot. - Know that getting their feet in right position will help them to balance before playing a shot. - Know that applying attacking tactics will help them to score points and create space. - Know that applying defensive tactics will help them to deny space, return a ball and limit points. - Know and understand the rules and be able to manage own game. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Know which skill to choose for the situation e.g. a volley if the ball is close to the net. - Know that serving is how to start a game or rally, and use the rules applied to the activity for serving. - Know that playing the appropriate shot will help keep the rally going. - Know that control is more important than power to keep a rally going. - Know that using small, quick steps will allow them to adjust their stance to play a shot. - Understand the need for tactics and identify when to use them in different situations. - Understand and apply rules in a variety of net and wall games whilst playing and officiating. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net if they have forced their opponent to the back of the court. - Begin to apply tactics when serving e.g. aiming to serve shot on the first point and then long on the second. - Understand how to play different shots depending on if a rally is cooperative or competitive. - Know that using the appropriate footwork will help them to react to a ball quickly and give me time to prepare to play a shot. - Understand when to apply some attacking and/or defending tactics. - Understand, apply and use rules in a variety of net/wall games whilst playing and officiating.
	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Explore hitting a ball with hands and pushing with a racquet. - Explore sending and tracking a ball with a partner. - Explore changing direction, running and stopping. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Explore hitting a dropped ball with a racquet. - Throw a ball over a net to land into the court area. - Explore sending a ball with hands and a racquet. - Use the ready position to move towards a ball. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Develop hitting a dropped ball over a net. - accurately underarm throw over a net to a partner. - Explore underarm rallying with a partner, catching after one bounce. - Consistently use the ready position to move towards a ball. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Explore returning a ball using shots such as the forehand and backhand. - Explore rallying using a forehand. - Consistently use and return to the ready position in between shots. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Demonstrate technique when using shots, playing cooperatively and beginning to execute this competitively. - Develop rallying using both forehand and backhand with increased technique. - Begin to use appropriate footwork patterns to move around the court. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Develop the range of shots used in a variety of games. - Develop the range of serving techniques appropriate to the game. - Use a variety of shots to keep a continuous rally. - Demonstrate effective footwork patterns to move around the court. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Demonstrate increased success and technique in a variety of shots. - Serve accurately and consistently. - Successfully apply a variety of shots to keep a continuous rally. - Demonstrate a variety of footwork patterns relevant to the game they are playing.
V	<i>Team, space, catch, throw, bounce, forwards, backwards</i>	<i>Ready position, partner, net, underarm, score, points</i>	<i>Receive, quickly, trap, defend, return, collect</i>	<i>Serve, accurately, track, racquet, control, rally, opponent</i>	<i>Receiver, outwit, court, forehand, backhand</i>	<i>Volley, footwork, tactics, cooperatively, continuously</i>	<i>Deep, forecourt, defensive, consecutive, consistently, backcourt, attacking</i>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that they can make different shapes with their body. - Know that they should be still when holding a balance. - Know that they can change their body shape to help them roll. - Know that bending their knees will help them to land safely. - Know that if they hold a shape for a period of time will help people to see it clearly. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that they can improve their shapes by extending parts of their body. - Know that balances should be held for a period of time (usually 5 seconds). - Know that that they can use different shapes to roll. - Know that landing on the balls of their feet helps them to land with control. - Know that if they use a starting and finishing position, people know when their sequence has begun and ended. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Know that some shapes link well together. - Understand that squeezing their muscles helps them to balance. - Understand that there are different teaching points for different rolls. - Understand that looking forward will help them to land with control. - Know that if they use shapes that link well together, it will help their sequence to flow. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand how to use body tension to make their body shapes look better. - Understand that they can make their balances look interesting by using different levels. - Understand the safety aspects when performing more difficult rolls. - Understand that they can change the take-off and shape of their jumps to make them look interesting. - Know that if they use different levels, it will help to make their sequences look interesting. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand how shapes can be used to improve their sequences. - Know that inverted movements are actions in which their hips go above their head. - Know how to keep themselves and others safe when performing partner balances. - Understand that they can keep the shape of their roll using body tension. - Know that they can control their landing by landing toes first, looking forward and bending their knees. - Know that if they use different direction, it will help to make their sequence look interesting. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that shapes underpin all other skills. - Understand that sometimes they need to move slowly to gain control and other times they need to move quickly to build momentum. - Understand how to use contrasting balances to make their sequences look interesting. - Understand that they need to work within their own capabilities and this may be different to others. - Understand that they can use jumps to link actions and changing the shape of these will make their sequences look interesting. - Know that if they use different pathways, it will help to make their sequences look interesting. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Know which shapes to use for which skill. - Understand that spreading their weight across a base of support will help them to balance. - Know where and when to apply force to maintain control and balance. - Understand that they can use momentum to help them to roll. - Understand that taking off from two feet will give them more height and therefore more time in the air. - Know that if they use changes in formation, it will help make their sequences look more interesting.
	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Show contrast with their body, including wide/narrow, straight/curved - Explore shapes in stillness using different parts of their body. - Explore 'rocking' and 'rolling' - Explore jumping safely 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Explore basic shapes: straight, tuck, straddle, pike. - Perform balances making their body tense, stretched and curled. - Explore barrel, straight and forward roll progression. - Explore shape jumps including jumping off low apparatus. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Explore using different shapes in different gymnastic balances. - Remember, repeat and link combinations of gymnastics balances. - Explore barrel, straight and forward roll and put into sequence work. - Explore shape jumps and take-off combinations. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Explore matching and contrasting shapes. - Explore point and patch balances and transition smoothly into and out of them. - Develop the straight, barrel and forward roll. - Develop stepping into shape jumps with control. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Develop the range of shapes they use in their sequence. - Develop strength in bridge and shoulder stand. - Develop control and fluency in individual and partner balances. - Develop the straight, barrel, forward and straddle roll and perform them with increased control. - Develop control in performing and landing rotation jumps. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Perform shapes consistently and fluently linked with other gymnastic actions. - Explore progressions of cartwheel. - Explore symmetrical and asymmetrical balances. - Develop control in the straight barrel, forward, straddle and backward roll. - Select a range of jumps to include in sequence work. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Combine and perform gymnastic shapes more fluently and effectively. - Develop control in progressions of a cartwheel and headstand. - Explore counter balance and counter tension. - Develop fluency and consistency in the straddle, forward and backward roll. - Combine and perform a range of gymnastic jumps more fluently and effectively.
V	<i>Move, copy, shape, over, space, safely, travel, sideways, forwards, backwards</i>	<i>Action, jump, roll, level, direction, speed, point, balance</i>	<i>Link, pathway, sequence, tuck, speed, pike</i>	<i>Flow, explore, straddle, matching, control, contrasting</i>	<i>Technique, quality, apparatus, perform, extension, inverted</i>	<i>Symmetrical, asymmetrical, rotation, synchronization, aesthetics, canon, progression</i>	<i>Momentum, fluently, stability, formation, counter balance, counter tension</i>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that they can move their body in different ways to create interesting actions. - Understand that they can change their action to show an idea. - Know that if they move into space, it will help keep themselves and others safe. - Know that if they use lots of space, it helps to make their dance look interesting. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that actions can be sequenced to create a dance. - Understand that they can create fast and slow actions to show an idea. - Understand that there are different directions and pathways within space. - Understand that when dancing with a partner, it is important to be aware of each other and keep in time. - Know that standing still at the start and at the end of the dance lets the audience know when they have started and when they have finished. - Know that if they use exaggerated actions, it helps the audience to see them clearly. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Know that sequencing actions in a particular order will help them to tell the story of their dance. - Understand that they can change the way they perform actions to show an idea. - Know that they can use different directions, pathways and levels in their dance. - Know that using counts of eight will help them to stay in time with their partner and the music. - Know that using facial expressions helps show the mood of their dance. - Know that if they practice their dance, their performance will improve. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that sharing ideas with others enable them to work collaboratively and try ideas before deciding on the best actions for their dance. - Understand that all actions can be performed differently to help show effect. - Understand that they can use space to help their dance to flow. - Understand that 'formation' means the same in dance as in other activities. - Understand that they can use timing techniques such as canon and unison to create effect. - Know that if they show sensitivity to the music, their performance will look more complete. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that some actions are better suited to a certain character, mood or idea than others. - Understand that some dynamics are better suited to certain character, mood or idea than others. - Understand that space can be used to express a certain character, mood or idea. - Understand that some relationships are better suited to a certain character, mood or idea than others. - Know that being aware of other performers in their group will help them to move in time. - Know that they can select from a range of dance techniques to translate their idea. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that different dance styles utilise selected actions to develop sequences in a specific style. - Understand that different dance styles utilise selected dynamics to express mood. - Understand that space relates to where their body moves both on the floor and in the air. - Understand that different dance styles utilise selected relationships to express mood. - Understand what makes a performance effective and know how to apply these principles to their own and other's work. - Know that if they use dance principles, it will help them to express an atmosphere or mood. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that actions can be improved with consideration to extension, shape and recognition of intent. - Understand that selecting a variety of dynamics in their performance can help to take the audience on a journey through their dance idea. - Know that combining space and relationships with a prop can help them express their dance idea. - Understand how a 'leader' can ensure their dance group performs together. - Know that if they keep in character throughout, it will help them to express an atmosphere or mood that can be interpreted by the audience.
	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Explore how their body moves. Copy basic body actions and rhythms. - Explore actions in response to music and an idea. - Begin to explore pathways and the space around them in relation to others. - Perform short phrases of movement in front of others. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Copy, remember and repeat actions to represent a theme. - Create their own actions in relation to a theme. - Explore varying speeds to represent an idea. - Explore pathways within their performance. - Begin to explore actions and pathways with a partner. - Perform on their own and with others to an audience. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Accurately remember, repeat and link actions to express an idea. - Develop an understanding of dynamics. - Develop the use of pathways and travelling actions to include levels. - Explore working with a partner using unison, matching and mirroring. - Develop the use of facial expressions in their performance. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Create actions in response to a stimulus, individually and groups. - Use dynamics effectively to express an idea. - Use direction to transition between formations. - Perform short, self-choreographed phrases showing an awareness of timing. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Respond imaginatively to a range of stimuli related to character and narrative. - Change dynamics confidently within a performance to express changes in character. - Confidently use changes in level, direction and pathway. - Use action and reaction to represent an idea. - Perform complex dances that communicate narrative and character well, performing clearly and fluently. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Choreograph dances by using, adapting and developing actions and steps from different dance styles. - Confidently use dynamics to express different dance styles. - Confidently use direction and patterning to express different dance styles. - Confidently use formations, canon and unison to express a dance idea. - Perform dances expressively, using a range of performance skills, showing accuracy and fluency. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Show controlled movements, which express emotion and feeling. - Explore, improvise and combine dynamics to express ideas fluently and effectively on their own, with a partner or small group. - Use a variety of compositional principles when creating their own dances. - Demonstrate a clear understanding of timing in relation to the music and other dancers, throughout their performance.
V	<i>Move, copy, shape, space, safely, travel, sideways, forwards, backwards</i>	<i>Pose, level, slow, fast, balance</i>	<i>Mirror, action, pathway, direction, speed, timing</i>	<i>Flow, explore, create, perform, match, feedback, expression</i>	<i>Reaction, unison, represent, dynamics, control</i>	<i>Posture, canon, formation, performance</i>	<i>Choreograph, phrase, contrast, structure, connect</i>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	<p>Substantive:</p> <ul style="list-style-type: none"> - Know that they use big steps to run and small steps to stop. - Know that moving into space away from others helps them to keep safe. - Know that bending their knees will help them land safely. - Understand that bigger targets are easier to hit. - Know that rules help them to stay safe. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that if they swing their arms, it will help them run faster. - Know that landing on the balls of their feet helps them to land with control. - Understand that if they bend their knees, it will help them to jump further. - Know that stepping forward with their opposite foot to hand, will help them throw further. - Know that rules help them to play fairly. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Know that running on the balls of their feet, taking big steps and having elbows bent will help them run faster. - Know that swinging their arms forwards will help them to jump further. - Know that they can throw in a straight line by pointing their throwing hand at the target as they let go of an object. - Know how to follow simple rules when working with others. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that leaning slightly forwards helps increase speed. - Understand that leaning their body in the opposite direction to travel help them slow down. - Know that if they jump and land in quick succession, the momentum will help them to jump further. - Understand that the speed of the movement helps to create power when throwing. - Know the rules of the event and begin to apply them. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that they need to pace themselves when running further or for a long period of time. - Understand that a high knee drive, pumping their arms and running of the balls of their feet gives them power. - Understand that transferring weight will help them to jump further. - Understand that transferring weight will help them to throw further. - Know and understand the rules to be able to manage their own events. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that taking big, consistent strides will help to create a rhythm that allows them to run faster. - Understand that keeping a steady breath will help them when running longer distances. - Know that if they drive their knees high and fast they can build power and therefore distance in their jumps. - Know how to transfer their weight in different throws to increase distance. - Understand and apply rules in a variety of events, using equipment. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that they need to prepare their body for running and know the muscle groups they will need to use. - Understand that a run-up builds speed and power and enables them to jump further. - Understand that they need to prepare their body for throwing and know the muscle groups they will need to use. - Understand and apply rules in events that pose increased risk.
	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Explore running and stopping safely. - Explore jumping and hopping safely. - Explore throwing to a target. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Explore running and different speeds. - Develop balance whilst jumping and landing. - Explore hopping, jumping and leaping for distance. - Explore throwing for distance and accuracy. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Develop the sprinting action. - Develop jumping, hopping and skipping actions. - Explore safely jumping for distance and height. - Develop overarm throwing for distance. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Develop the sprinting technique and apply it to relay events. - develop technique when jumping for distance in a range of approaches and take off positions. - Explore the technique for a pull throw. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Develop and understanding of speed and pace in relation to distance. - Develop power and speed in the sprinting technique. - Develop technique when jumping for distance. - Explore power and technique when throwing for distance in a pull and heave throw. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Apply fluency and coordination when running for speed in relay changeovers. - Effectively apply speeds appropriate to the event. - Explore technique and rhythm in the triple jump. - Develop technique and power in javelin and shot putt. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Demonstrate a clear understanding of pace and use it to develop their own and other's sprinting techniques. - Develop power, control and technique in the triple jump. - Develop power, control and technique when throwing discuss and shot putt.
V	<i>Push, stop, jump, space, forwards, backwards, balance, safely</i>	<i>Far, hop, aim, fast, slow, bend, improve, direction, travel</i>	<i>Sprint, jog, distance, height, take-off, landing, overarm, underarm</i>	<i>Speed, power, strength, accurately, higher, pace, control, faster, further</i>	<i>Stamina, officiate, persevere, determination, accuracy, personal best</i>	<i>Technique, upsweep, down sweep, flight, rhythm, stride</i>	<i>Rotation, trajectory, continuous pace, force, compete, momentum, transfer of weight</i>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outdoor Adventurous Activities		<p>Substantive:</p> <ul style="list-style-type: none"> - Know that working collaboratively with other will help to solve challenges. - Know that deciding which way to go before starting will help them. - Know that using short instructions will help their partner e.g. start/stop. - Identify when they are successful and make basic observations about how to improve. - Know that rules help us to play fairly. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Know that listening to each other's ideas might give them an idea they hadn't thought of. - Know how to use encouraging words when speaking to a partner or group. - Verbalise when they are successful and areas that they could improve. - Know how to follow and apply simple rules. 			<p>Substantive:</p> <ul style="list-style-type: none"> - Recognise that there may be more than one way to solve a challenge and that trial and error may help to guide them to the best solution. - Know to hold a map so that the items on the map match the items they can see / have been laid out. - Use a key to identify objects and locations. - Know to be descriptive but concise when giving instructions. - Reflect on when they are successful at solving challenges and alter their methods in order to improve. - Know that abiding by rules will enable their peers to complete the course. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that being able to solve problems is an important life skill. - Understand why having good navigational skills are important. - Know that good communication skills are key to solving problems and working effectively as a team. - With increasing accuracy, reflect on when and how they are successful at solving challenges and after their methods in order to improve. - Understand the rules and think creatively to solve the challenge whilst abiding by the rules.
		<p>Disciplinary:</p> <ul style="list-style-type: none"> - Suggest ideas in response to a task. - Follow a path and lead others. - Communicate simple instructions and listen to others. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Begin to plan and apply strategies to overcome a challenge. - Follow a simple map/path. - Work cooperatively with a partner and small group. 			<p>Disciplinary:</p> <ul style="list-style-type: none"> - Discuss how to follow trails and solve problems. - Explore tactical planning within a team to overcome increasingly challenging tasks. - Identify key symbols on a map and follow a route. - Confidently communicate ideas and listen to others. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Pool ideas within a group, selecting and applying the best methods to solve a problem. - Orientate a map efficiently to navigate around a course with multiple points. - Inclusively communicate with others, share job roles and lead when necessary.
	√		<i>Team, lead, cooperative, teamwork, instructions, solve</i>	<i>Support, successful, route, direction, communicate</i>			<i>Navigate, orientate, collaborate, collective, navigation, tactical, control card, orienteering</i>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locomotion	Substantive: - Know that they use big steps to run and small steps to stop. - Know that moving into space away from others helps to keep them safe. - Know that bending their knees will help them to land safely. - Understand that they use one foot to hop. - Know that if they hop and step, it will help them skip.	Substantive: - Understand that bending their knees will help them to change direction. - Understand that if they swing their arms it will help them to run faster. - Know that landing on the balls of their feet helps them to land with control. - Know that they should hop with a soft, bent knee. - Know that they should use the opposite arm to leg when they skip. - Know that jumping on the balls of their feet helps them to keep a consistent rhythm.	Substantive: - Know that putting weight onto the front of their feet helps them to stop in a balanced position. - Know that running on the balls of their feet, taking big steps and having elbows bent, will help them to run faster. - Know that swinging their arms forward will help them to jump further. - Know that if they look straight ahead, it will prevent them from falling when they land. - Know that they should swing opposite arm to leg to help them balance when skipping without a rope.				
	Disciplinary: - Explore running and stopping. - Explore changing direction safely. - Begin to explore take-off and landing safely. - Explore hopping on both feet. - Explore skipping as a travelling action.	Disciplinary: - Explore changing direction and dodging. - Discover how the body moves at different speeds. - Demonstrate control in take-off and landing when jumping. - Begin to explore hopping in different directions. - Show coordination when turning a rope.	Disciplinary: - Demonstrate balance when changing direction. - Clearly show different speeds when running. - Demonstrate jumping for distance, height and in different directions. - Demonstrate hopping for distance, height and in different directions. - Explore single and double bounce when jumping in a rope.				
V	<i>Run, stop, space, jump, skip, balance</i>	<i>Fast, hop, slow, direction, land</i>	<i>Dodge, hurdle, sprint, speed, steady</i>				

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health-Related Fitness						<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that to change direction, they push off the outside foot and turn their hips. - Understand that dynamic balances are harder than static balances as their centre of gravity changes. - Understand that people will have varying levels of coordination and that they can get better with practice. - Understand that taking big, consistent strides will help to create a rhythm that allows them to run faster. - Know the muscles they are using by name. - Understand that keeping a steady breath will help them to move for longer periods of time. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that agility requires speed, strength, good balance and coordination. - Know where and when to apply force to maintain control and balance. - Understand that coordination also requires good balance and know how to achieve this. - Know that speed can be improved by training and know which speed to select for the distance. - Understand that they can build up their strength by practicing in their own time. - Know which exercises can develop stamina and understand that it can be improved by training over time.
						<p>Disciplinary:</p> <ul style="list-style-type: none"> - Demonstrate improved body posture and speed when changing direction. - Change their body posture to maintain a controlled centre of gravity. - Demonstrate increased speed when coordinating their body. - Apply the best pace for a set distance or time. - Demonstrate increased technique in body weight exercises. - Use a steady pace to be able to move for sustained periods of time. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Change direction with a fluent action and transition smoothly between varying speeds. - Show fluency and control when travelling, landing, stopping and changing direction. - Coordinate a range of body parts with a fluent action at a speed appropriate to the challenge. - Adapt running technique to meet the needs of the distance. - Complete body weight exercises for increased repetitions with control and fluency - Use their breath to increase their ability to move for sustained periods of time.
V						<p>Technique, agility, momentum, rhythm, drive, power</p>	<p>Generate force, measure, analyse, continuous, flexibility, record</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Swimming and Water Safety				<p>Substantive:</p> <ul style="list-style-type: none"> - Know that lifting their hips will help them to stay afloat whilst swimming. - Know that turning their head to the side to breath will allow them to swim with good technique. - Know that treading water enables them to keep upright in the same space. - Know that the water should be clear of swimmers before entering. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that keeping their legs together for crawl helps them to stay straight in the water. - Know that breathing out with a slow consistent breath enables them to swim for longer before needing another breath. - Know what to do if they fall in the water. - Understand the water safety rules. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that pulling harder through the water will enable them to travel the distance in fewer strokes and travel faster. - Know that breathing every three strokes helps to balance their strokes and allows them to practice breathing on both sides. - Know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers. - Understand rules in and around water. 	<p>Substantive:</p> <ul style="list-style-type: none"> - Understand that making their body streamlined helps them to glide through water. - Understand that the more they practice their breathing in the water, the more their heart and lungs can work effectively and aid their muscles with the ability to utilise oxygen when swimming. - Know which survival technique to use for the situation. - Understand that different environments have different rules to keep them safe around water.
				<p>Disciplinary:</p> <ul style="list-style-type: none"> - Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl. - Begin to explore front crawl breathing technique. - Explore techniques for personal survival to include survival strokes such as sculling and treading water. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. - Demonstrate improved breathing technique in front crawl. - Be comfortable with some personal survival techniques, which include survival strokes such as sculling and treading water. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Demonstrate increased technique in a range of strokes, swimming over a distance of 25m. - Explore underwater breaststroke breathing technique over a distance of 25m. - Explore safety techniques to include the H.E.L.P and huddle positions. 	<p>Disciplinary:</p> <ul style="list-style-type: none"> - Identify their personal best in a range of strokes. - Successfully select and apply their fastest stroke over a distance of 25m. - Demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m. - Perform a variety of survival techniques.
V				<i>Sculling, crawl, submersion, rotation, breaststroke, backstroke</i>	<i>Stroke, huddle, alternate, survival, treading water, buoyancy</i>	<i>Exhale, inhale, flutter kick, surface, somersault, personal best</i>	<i>Endurance, propel, continuous, streamline, synchronized, retrieve</i>

'Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.'

John F. Kennedy

