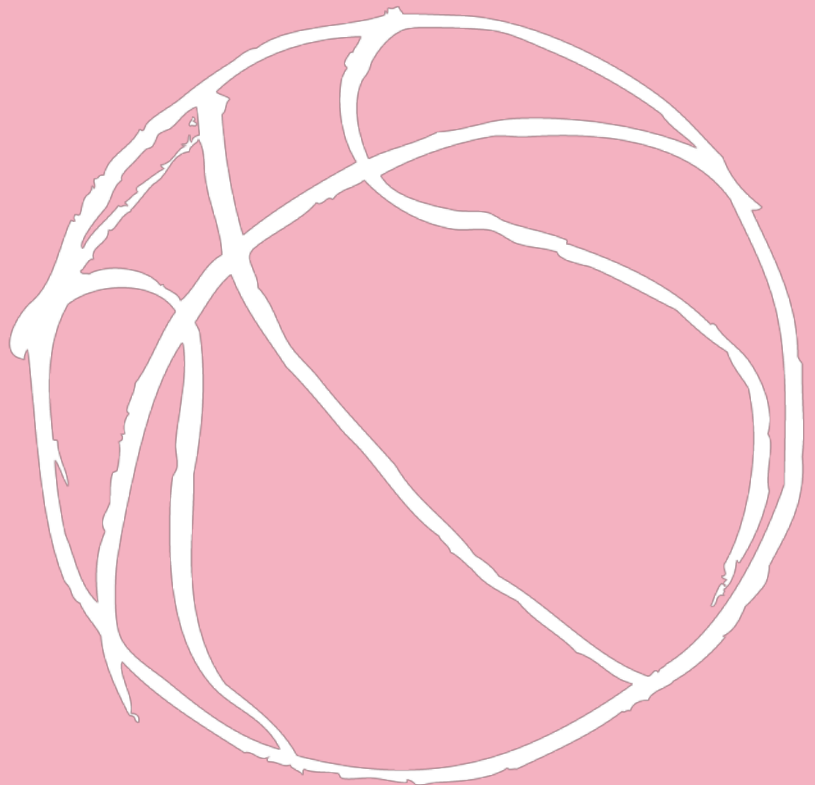




All Saints C of E Primary School

Continuing the
**Physical Education
Journey**





Every winner was once
a beginner.



Physical Education

Strands

1. Games
2. Gymnastics
3. Dance
4. Health and Fitness
5. Swimming
6. Outdoor and Adventurous Activity (KS2)

Unit Frame

Acquiring and Developing

Gymnastics & Dance - Learning new skills (jumping, turning, gesturing, travelling).

Investigating a range of styles and rhythms.

Games - Playing a range of sports and game situations.



Selecting and Applying

Gymnastics & Dance - Sequencing skills together.

Games - Choosing tactics for different situations.



Evaluating and Improving

Gymnastics & Dance - Reflecting on own skills / routines. Evaluating other performances.

Games - Setting and meeting targets. Choosing activities which help improve skills.

Gross Motor Skills

To move freely and with pleasure and confidence in a range of ways.
To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.

To stand momentarily on one foot when shown.

Catch a large ball, balance a bean bag on head and walk, kick a large ball.

Travel with confidence and skill around, under, over, and through balancing and climbing equipment.

Show increasing control over a small object in pushing, patting, throwing, catching or kicking it.

~~Draws lines and circles using gross motor movements.~~

Begin to pedal a trike.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none"> * Outdoor play equipment box. * Climbing and balancing outdoor equipment. * Balance bikes. * Scooters * Trikes 	<ul style="list-style-type: none"> * One goal * Community in the city * Gross motor sessions, large scale mark making. * Ribbon writing * Animal topic moving like animals dance sessions. * Beat Baby 	<ul style="list-style-type: none"> * Outdoor area , chasing games, and move in variety of ways. * Challenge based games.
	<ul style="list-style-type: none"> * Timers and stop watches 	

Reception

Gross Motor Skills

Learn to move in a variety of ways, in different directions, at different speeds, and heights safely.

Learn how to safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop all over body strength, coordination and balance whilst climbing and using balance equipment.

Develop confidence, competence and precision in a range of ball skills including kicking, passing, throwing, catching, batting and aiming.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none">* Large outdoor boards for large scale pencil/brush work.* Outdoor equipment (climbing and balancing) and boxes (balls, bats, hoops etc)* Throwing nets.* Balance bike.* Trikes* Scooter* Chariot* Taxi	<ul style="list-style-type: none">* One goal* City in the community	<ul style="list-style-type: none">* Challenges to promote critical thinking and creativity such as the climbing frame challenge (move round the climbing frame without touching the floor)* Timer based challenges.* Opportunities to make links and evaluate.
	<ul style="list-style-type: none">* Stop watches and timers	

YEAR 1

- **Acquiring and Developing**
 - Move forwards, backwards and sideways with a piece of equipment.
 - Explore ways of travelling with an object (e.g. beanbag, ball, skipping rope, quoit).
 - Roll ball underarm.
 - Throw object under / overarm (beanbag, ball).
 - Kick a ball.
 - Aim at various targets using different equipment (beanbag, ball, quoit).
 - Stop ball with feet.
 - Stop ball with hands.
 - Catch medium sized ball with two hands.
 - Drop a ball onto a bat and strike underarm.
- **Selecting and Applying**
 - Use equipment in a space and be aware of others whilst playing.
 - Understand the concept of aiming (e.g. which direction should you throw in?)
 - Understand how to pass and receive correctly with a partner.
- **Evaluating and Improving**
 - Describe what they have done or seen others doing.
 - Copy what they have seen and say why it is good.
 - Use ideas they have seen to improve their own skills.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.
- Know rules for and ways of keeping physically and emotionally safe.

Explanation

Language of direction
Roll
Throw
Kick
Aim
Stop
Catch
Drop
Parts of the body
Underarm / overarm

Language of direction and position.
Language of size.
Counting.

Beanbag
Balls
Quoits
Bats

- Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.

Explanation

Awareness
Aim
Direction
Pass / receive

Counting.

As above

- Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- To offer constructive support and feedback to others.

Evaluation

Describe
Improve

As above

YEAR 2

- **Acquiring and Developing**
 - Move forwards, backwards and sideways with a piece of equipment whilst avoiding obstacles.
 - Dodge a rolling medium sized ball.
 - Throw underarm and catch a ball.
 - Throw different sized balls overarm at a ball.
 - Strike tennis ball with bat after one bounce.
 - Stop a moving ball with hands.
 - Stop a moving ball with feet and kick to a partner.
 - Throw foam ball at moving target.
- **Selecting and Applying**
 - Move with equipment whilst being aware of obstacles.
 - Throw an object into space to make it more difficult for their opponents.
 - Understand the concept of passing to a partner in space.
 - Understand the benefit of throwing, hitting and running into space to help them score.
 - Understand the benefit of hitting into space to help them score.
 - Understand the benefit of running into space to help them score.
- **Evaluating and Improving**
 - Give two stars for what they have seen others doing.
 - Give a target for what they have seen others doing.
 - Meet a target set by others (an improvement).
 - Decide whether or not they have improved their own skills.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.
- Know rules for and ways of keeping physically and emotionally safe.

Explanation

Language of direction
Dodge
Avoid
Throw
Strike
Stop
Target
Underarm / overarm

Language of direction and position.
Language of size.
Counting.
Adding points.

**Handball
Dodgeball
Simple Tennis**

Different sized balls
Bats

- Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.

Explanation

Awareness
Obstacles
Opponents / opposition
Teammates / partner
Space
Benefit

Counting.
Calculating scores.

As above

- Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- To offer constructive support and feedback to others.

Evaluation

Target
Improve

As above

YEAR 3

● Acquiring and Developing

- Move forwards and change direction without equipment.
- Move forwards and change direction holding equipment.
- Move forwards whilst using equipment (e.g. bouncing ball, dribbling).
- Pass to a partner using: chest pass, overhead pass, rugby pass, simple bounce pass.
- Throw medium and large balls two-handed at a target.
- Strike a ball which is travelling towards them.
- Stop a ball with equipment.

● Selecting and Applying

- Use skills to keep a ball away from defenders.
- Be aware of teammates who are standing in space.
- Be aware of attackers positions when defending.
- Choose which attacker to follow when defending.

● Evaluating and Improving

- Explain why a partner's action during a game was effective.
- Choose two players in a game who performed well.
- Identify a given skill or tactic when watching another group / partnership.
- Explain which skills they would like to improve.
- Advise a partner on how to improve at a skill they feel comfortable with.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know what positively and negatively affects their physical, mental and emotional health (including the media).
- Differentiate between the terms, 'risk', 'danger' and 'hazard'.
- Know school rules about health and safety, basic emergency aid procedures, where and how to get help.

Explanation

Language of direction
Equipment
Bounce
Dribble
Chest, overhead, rugby, bounce pass
Target
Strike
Stop / trap

Language of direction and position.
Language of size.
Angles
Shape
Counting.

**Hockey
Rugby
Basketball**

- Know how to make informed choices (including that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience.
- To work collaboratively towards shared goals.

Explanation

Attackers / defenders
Teammates / partners
Opposition
Awareness
Choose / select/ decide

Language of direction and position.
Language of size.
Angles
Shape
Counting.

As above

- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
- To offer constructive support and feedback to others.

Evaluation

Effective
Performed
Identify
Skill
Tactic
Improve

Language of direction and position.
Language of size.
Angles

As above

YEAR 4

● Acquiring and Developing

- Move forwards and accelerate in a different direction without equipment.
- Move forwards and accelerate in a different direction holding equipment (e.g. holding a stick).
- Move forwards and accelerate in a different direction whilst using equipment (e.g. moving a ball with a stick).
- Pass to a partner using: chest bounce pass, one-armed pass.
- Shoot different sized balls into target, net, hoop and basket (head on).
- Throw ball underarm, overarm: one and two-handed, at a moving target.
- Intercept a ball.
- Hit ball accurately with a racket (e.g. forehand, backhand, soft and hard shots).
- Stop a ball and return it back to partner, quickly and accurately.

● Selecting and Applying

- Use skills to keep possession and make progress towards a goal or target.
- Make good decisions based on space.
- Choose good places to stand/move when attacking without the ball.
- Choose where to stand to make it harder for an attacker.
- Choose good places to stand when receiving.
- Choose a type of pass based on partner's and defender's position.

● Evaluating and Improving

- Explain how to keep possession and describe how they have achieved it.
- Identify good skills and tactics which they are confident with and use well in games.
- Identify skills and tactics which they lack confidence with and need to use more in games.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know what positively and negatively affects their physical, mental and emotional health (including the media).
- Differentiate between the terms, 'risk', 'danger' and 'hazard'.
- Know school rules about health and safety, basic emergency aid procedures, where and how to get help.

Explanation

Language of direction
Accelerate / decelerate
Equipment
Chest / one-armed pass
Shoot
Intercept
Accurately
Forehand, backhand, soft and hard shots.
Stop / trap

Language of direction and position.
Language of size.
Language of measuring time and speed.
Angles
Shape
Counting.

**Hockey
Rugby
Basketball**

- Know how to make informed choices (including that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience.
- To work collaboratively towards shared goals.

Explanation

Possession
Goal / target
Attack / defence
Send / receive

Language of direction and position.
Language of size.
Angles
Shape
Counting.

As above

- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
- To offer constructive support and feedback to others.

Evaluation

Achieve
Tactics
Confident

Language of direction and position.
Language of size.
Language of measuring time and speed.
Angles

As above

YEAR 5

- **Acquiring and Developing**
 - Avoid obstacles by changing direction without equipment.
 - Avoid obstacles by changing direction using equipment.
 - Pass different sized balls to moving targets.
 - Shoot different sized balls into target, net, hoop and basket.
 - Hit a ball at the top of a bounce.
 - Feet are in the correct position for type of shot being played.
 - Strike a ball towards a target after one bounce.
 - Bowl a ball overarm with increasing accuracy.

- **Selecting and Applying**
 - Choose good players to pass to based on space.
 - Choose places to stand which creates space (attacking).
 - Choose places to stand which reduces space (defending).
 - Use tactics which involve another player to achieve an objective.
 - Choose to strike when in a good scoring position.

- **Evaluating and Improving**
 - Look for specific aspects in a game and explain how well they are being played.
 - Identify specific aspects of their own and others performance which are most effective.
 - Know and choose ways of improving these skills and tactics.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know what positively and negatively affects their physical, mental and emotional health (including the media).
- Differentiate between the terms, 'risk', 'danger' and 'hazard'.
- Know school rules about health and safety, basic emergency aid procedures, where and how to get help.

Explanation

Obstacles
Avoid
Equipment
Strike
Accuracy

Language of direction and position.
Language of size.
Language of measuring distance, time and speed.
Angles
Counting

**Cricket /
Rounders
Tennis
Volleyball
Football**

- Know how to make informed choices (including that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience.
- To work collaboratively towards shared goals.

Explanation

Possession
Goal / target
Attack / defence
Send / receive

Language of direction and position.
Language of size.
Language of measuring distance, time and speed.
Angles
Counting

As above

- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
- To offer constructive support and feedback to others.

Evaluation

Achieve
Tactics
Confident

Language of direction and position.
Language of size.
Language of measuring distance, time and speed.
Angles

As above

YEAR 6

- **Acquiring and Developing**
 - Change direction by performing a side step.
 - Change speed whilst avoiding obstacles.
 - Feint a direction change by performing a side step.
 - Pass accurately and consistently moving targets.
 - Control speed and accuracy when shooting at a target from different positions.
 - Retrieve and throw accurately when fielding.
 - Move feet in order to strike a ball which is moving towards them.
 - Strike a ball which is travelling towards them at a target.

- **Selecting and Applying**
 - Make good decisions when to pass and travel with a ball.
 - Help teammates by moving defenders to create space.
 - Understand marking to defend their goal/goals.
 - Recognise space on an opponent's court/half when attacking and defending.
 - Use tactics which involve teamwork (e.g. bowlers and fielders).
 - Choose a type of strike to improve chance of scoring.

- **Evaluating and Improving**
 - Explain why a team/partnership performance was effective.
 - Recognise the best points of team / partnership performance.
 - Identify specific aspects of another team / partnership which were effective and also suggest improvements.
 - Create a game to improve specific aspects.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know what positively and negatively affects their physical, mental and emotional health (including the media).
- Differentiate between the terms, 'risk', 'danger' and 'hazard'.
- Know school rules about health and safety, basic emergency aid procedures, where and how to get help.

Explanation

Side step
Accelerate / decelerate
Feint
Accurately
Control
Retrieve

Language of direction and position.
Language of measuring distance, time and speed.
Angles
Counting

**Cricket /
Rounders
Tennis
Volleyball
Football**

- Know how to make informed choices (including that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this is an opportunity to build resilience.
- To work collaboratively towards shared goals.

Explanation

Decision / decide
Attackers / defenders
Marking
Opponent
Tactic

Language of direction and position.
Language of measuring distance, time and speed.
Fractions
Angles
Counting

As above

- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
- To offer constructive support and feedback to others.

Evaluation

Effective
Performance
Aspect

Language of direction and position.
Language of measuring distance, time and speed.
Fractions
Angles

As above

YEAR 1

- Acquiring and Developing
 - Move forwards and backwards by jogging, skipping, galloping and hopping (on the floor and on apparatus).
 - Make wide, thin and tucked shapes.
 - Rock back and forth and complete pencil and egg rolls.
 - Balance on four points using limbs, tummy, back, bottom and shoulder.
 - Jump forwards and backwards two feet to two feet.
 - Jump and tuck to gain more height.
 - Handle small equipment safely (e.g. quoits, hoops etc).
 - Handle large apparatus safely (e.g. benches, mats and beams).
- Selecting and Applying
 - Be aware of space and other children when using equipment and apparatus.
 - Perform two shapes, rolls or balances in a row which they like.
 - Link together two shapes, rolls or balances with a jump.
 - Link simple combinations of three or four actions / skills which they like.
 - Remember and repeat a sequence accurately.
- Evaluating and Improving
 - Describe what they have seen others doing.
 - Copy what they have seen and say why it is good.
 - Use ideas they have seen to improve their own skills and sequences.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.
- Know rules for and ways of keeping physically and emotionally safe.

Explanation
Types of travel
Types of roll
Balance
Names of body parts
Names of apparatus and equipment

Language of direction and position.
Language of size.

Floor
Mats
Benches
Beams
Climbing frame
Small equipment (e.g. quoits, hoops etc)

- Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.

Explanation
Aware
Link
Sequence
Perform
Combine
Repeat

Sequencing and patterns.

As above

- Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- To offer constructive support and feedback to others.

Evaluation
Describe
Improve
Copy
Sequences

As above

YEAR 2

● Acquiring and Developing

- Move forward, backward and sideways using animal actions on the floor and on the apparatus (e.g. frog, bunny, crab, caterpillar and lizard).
- Make arched and hoop shapes with arms, legs and the body.
- Complete teddy bear / circle rolls, dish rolls and forward rolls (see safety guidance on forward rolls).
- Balance in front support (press-up position).
- Balance on four and three body points using limbs, tummy, back, bottom, elbows and shoulder (on the floor and on the apparatus).
- Jump forwards and backwards (2 feet to 1 foot and 1 foot to 2 feet).
- Swing arms to gain more distance when jumping.
- Handle very large apparatus safely (e.g. tables and climbing frames).

● Selecting and Applying

- Choose an appropriate starting position for a sequence with awareness of space.
- Link together two shapes, rolls or balances with two jumps.
- Link simple combinations of four or five actions / skills with a clear beginning, middle and end.
- Adapt a known sequence for another apparatus.

● Evaluating and Improving

- Describe what they have seen others doing using appropriate vocabulary.
- Give two stars for what they have seen others doing.
- Give a target for what they have seen others doing.
- Meet a target set by others.
- Decide whether or not they have improved their own skills.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.
- Know rules for and ways of keeping physically and emotionally safe.

Explanation
Language of movement
Names of animal movements
Arched / hooped
Names of body parts
Names of rolls
Balance
Distance
Names of apparatus

Language of direction and position.
Language of size.

Floor
Mats
Benches
Beams
Tables
Climbing frame

- Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.

Explanation
Aware
Link
Sequence
Perform
Combine
Repeat

Sequencing and patterns.

As above

- Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- To offer constructive support and feedback to others.

Evaluation
Describe
Improve
Copy
Sequences

As above

YEAR 3

● Acquiring and Developing

- Handle equipment and apparatus safely and with independence.
- Perform animal movements from Year 2 very slowly.
- Hold KSI shapes (hoops and arches) for 5 seconds.
- Balance on 2 and 1 body points using limbs, tummy, back, bottom and shoulder .
- Perform KSI rolls very slowly.
- Jump forwards, backwards and sideways with feet 2:2, 2:1, 1:2 and 1:1.

● Selecting and Applying

- Link together a sequence of 6 gymnastic actions which they like.
- End a sequence with soft and strong actions.
- Adapt a sequence to include a change of: level, speed, direction.
- Teach a sequence of gymnastic actions to a partner and perform together.

● Evaluating and Improving

- Identify gymnastic actions given by the teacher in another's performance (e.g. rolls, jumps etc).
- Explain which skills they would like to improve.
- Advise a partner on how to improve at a skill they feel comfortable with.
- Describe differences between two performances using simple vocabulary.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know what positively and negatively affects their physical, mental and emotional health (including the media).
- Differentiate between the terms, 'risk', 'danger' and 'hazard'.
- Know school rules about health and safety, basic emergency aid procedures, where and how to get help.

Explanation
Language of movement
Names of animal movements
Arched / hooped
Names of body parts
Names of rolls
Balance
Names of apparatus

Language of direction and position.
Measurement (height, distance, time and speed).
Shapes

Floor Mats
Benches
Beams
Tables
Climbing frame

- Know how to make informed choices (including that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience.
- To work collaboratively towards shared goals.

Explanation
Sequence
Position
Start / middle / ending
Link
Combination
Adapt
Soft / strong (other adjectives)
Smoothly (other adverbs)

Language of direction and position.
Measurement (height, distance, time and speed).
Shapes
Sequences / patterns

As above

- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
- To offer constructive support and feedback to others.

Evaluation
Target
Improve
Successful
Comfortable
Differences / similarities

Language of direction and position.
Measurement (height, distance, time and speed).
Shapes
Sequences / patterns

As above

YEAR 4

- **Acquiring and Developing**
 - Change speed and direction when travelling on hands and feet.
 - Change speed and direction when jumping (see Y3 jumps).
 - Change body level when travelling on feet and on hands and feet.
 - Change body level when performing balances (see Y3 balances).
 - Extend parts of the body to develop tension when performing shapes and balances.
 - Transfer weight from one part of the body to another when performing balances.

- **Selecting and Applying**
 - Link together 4 shapes and balances with rolling and jumping movements.
 - Devise a sequence with a clear change of: level, speed, direction.
 - Add 3 more gymnastic actions to a known sequence.
 - Use 3 parts of their own sequence and 3 of a partner's and perform together.

- **Evaluating and Improving**
 - Identify gymnastic actions in another's performance using correct vocabulary (e.g. rolls, jumps).
 - Use gymnastic vocabulary to describe differences between two performances.
 - Identify gymnastic actions and skills which they are confident with and use well in performances.
 - Identify gymnastic actions and skills which they are not confident with and don't use well in performances.
 - Know and choose ways of improving gymnastics actions and skills (e.g. learn from partner, repetition).

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know what positively and negatively affects their physical, mental and emotional health (including the media).
- Differentiate between the terms, 'risk', 'danger' and 'hazard'.
- Know school rules about health and safety, basic emergency aid procedures, where and how to get help.

Explanation

Adverbs related to speed.
Extension
Tension
Transfer

Language of direction and position.
Measurement (height, weight, distance, time and speed).
Shapes

Floor
Mats
Benches
Beams
Tables
Climbing frame

- Know how to make informed choices (including that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience.
- To work collaboratively towards shared goals.

Explanation

Smoothly (other adverbs)
Combination
Adapt

Language of direction and position.
Measurement (height, weight, distance, time and speed).
Shapes
Sequences / patterns

As above

- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
- To offer constructive support and feedback to others.

Evaluation

Gymnastic vocabulary (inc. balances, rolls, etc)
Target
Identify
Improve
Successful
Comfortable
Confidence
Differences / similarities

Language of direction and position.
Measurement (height, weight, distance, time and speed).
Shapes
Sequences / patterns

As above

YEAR 5

● Acquiring and Developing

- Perform symmetrical and asymmetrical actions (i.e. shapes, balances, rolls, travelling and jumping from progressions).
- Develop actions so that they are fluent and clear, with good body tension and extension on the floor.
- Develop actions so that they are fluent and clear, with good body tension and extension on apparatus.
- Set up apparatus safely.
- Move from floor to apparatus safely.
- Vary learnt actions by slightly changing body level, direction, limb positions, etc.

● Selecting and Applying

- Create a long sequence made up of at least one roll, jump, balance and shape linked together by travelling movements.
- Use more difficult gymnastic actions which have an emphasis on extension and clear body shape.
- Devise a sequence with many changes of level, speed and direction.
- Adapt a sequence to show a given feeling by changing level, speed and direction.
- Adapt a sequence to include a partner.

● Evaluating and Improving

- Identify actions in another's performance which they thought were good (e.g. rolls, jumps).
- Use gymnastic vocabulary to describe another's action (e.g. extension, tension, control).
- Identify parts of their own performance which they consistently perform clearly and accurately.
- Identify parts of their own performance which are not fluent.
- Suggest improvements to speed, direction and level of a partner's sequence.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know what positively and negatively affects their physical, mental and emotional health (including the media).
- Differentiate between the terms, 'risk', 'danger' and 'hazard'.
- Know school rules about health and safety, basic emergency aid procedures, where and how to get help.

Explanation
Symmetrical
Asymmetrical
Fluency
Tension
Extension
Names of limbs

Language of direction and position.
Measurement (height, weight, distance, time and speed).
Symmetry
Shapes

Floor Mats
Benches
Beams
Tables
Climbing frame

- Know how to make informed choices (including that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience.
- To work collaboratively towards shared goals.

Explanation
Smoothly (other adverbs)
Start / middle / ending
Link
Combination
Adapt

Language of direction and position.
Measurement (height, weight, distance, time and speed).
Shapes
Sequences / patterns

As above

- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
- To offer constructive support and feedback to others.

Evaluation
Gymnastic vocabulary (inc. balances, rolls, etc).
Identify
Improve
Successful
Comfortable
Confidence
Consistency
Differences / similarities

Language of direction and position.
Measurement (height, weight, distance, time and speed).
Shapes
Sequences / patterns

As above

YEAR 6

- **Acquiring and Developing**
 - Continue to develop fluency and control of actions (see Year 5 fluency and body control).
 - Perform flight actions (e.g. pencil/straight jump, star jump, tuck jump) and land safely.
 - Develop symmetrical and asymmetrical actions to include twisting and turning.
 - Perform counterbalancing actions with a partner (see resource).
 - Vary the distance of travels, jumps and rolls.
 - Vary the time spent in shape and balances.

- **Selecting and Applying**
 - Create a long (seven movements) with all types of gymnastic actions.
 - Move fluently between actions in a sequence with clarity of movement.
 - Vary direction, levels and pathways to improve a better overall effect.
 - Adapt sequences to better utilise the position of apparatus.
 - Plan new sequence with planned changes in direction, level and pathways when faced with new apparatus.

- **Evaluating and Improving**
 - Use specific criteria to make judgements about another's performance.
 - Explain how individual parts of a partner's sequence contribute to the overall effect of a performance.
 - Use gymnastic vocabulary to describe this (e.g. extension, fluency, control).
 - Think of activities which could help to improve fluency, extension, control etc.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know what positively and negatively affects their physical, mental and emotional health (including the media).
- Differentiate between the terms, 'risk', 'danger' and 'hazard'.
- Know school rules about health and safety, basic emergency aid procedures, where and how to get help.

Explanation
Names of flight actions
Counterbalance
Vary
Symmetrical
Asymmetrical
Fluency
Tension
Extension
Names of limbs

Language of direction and position.
Measurement (height, weight, distance, time and speed).
Balance
Symmetry
Shapes

Floor
Mats
Benches
Beams
Tables
Climbing frame

- Know how to make informed choices (including that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience.
- To work collaboratively towards shared goals.

Explanation
Smoothly (other adverbs)
Start / middle / ending
Link
Combination
Adapt

Language of direction and position.
Measurement (height, weight, distance, time and speed).
Balance
Shapes
Sequences / patterns

As above

- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
- To offer constructive support and feedback to others.

Evaluation
Gymnastic vocabulary (inc. balances, rolls, etc).
Identify
Improve
Successful
Comfortable
Confidence
Consistency
Differences / similarities

Language of direction and position.
Measurement (height, weight, distance, time and speed).
Shapes
Sequences / patterns

As above

YEARS 1 & 2

● Acquiring and Developing

- Copy basic body shapes and actions from a variety of stimuli (e.g. animals).
- Travel by copying a variety of movements from stimuli (e.g. waddling).
- Use various turns by copying stimuli (e.g. spinning with feet together).
- Make different gestures by copying stimuli (e.g. bobbing, flapping).
- Freeze and hold a shape by copying stimuli.
- Combine a way of travelling with body shape / action (e.g. waddling and flapping).
- Change speed, direction, energy and tension of movements.
- Move to simple rhythms.

● Selecting and Applying

- Choose three movements to make a simple dance sequence with beginning, middle and end.
- Remember and repeat this sequence accurately.
- Practise sequences so that they are performed in a controlled way.
- Choose an appropriate starting position for a sequence with awareness of space.
- Change the speed, strength, body-level or tension of a sequence to reflect a given mood.

● Evaluating and Improving

- Describe what they have seen others doing using simple dance vocabulary.
- Copy what they have seen and say why it is good.
- Give two stars for they have seen others doing.
- Use ideas they have seen to improve their own skills and sequences.
- Meet a target set by others.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.
- Know rules for and ways of keeping physically and emotionally safe.

Explanation
Names of movements
Names of body shapes
Names of actions
Freeze
Gesture
Energy / tension
Rhythm

Language of direction and position.
Language of size.
Counting.

Cyber Coach
Music with simple rhythms
Literature

- Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.

Explanation
Sequence
Repeat
Practise
Position
Awareness

Sequencing and patterns.
Language of measurement (e.g. speed and height).

As above

- Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- To offer constructive support and feedback to others.

Evaluation
Describe
Improve
Copy
Sequences

As above

YEARS 3 & 4

● Acquiring and Developing

- Travel by continuously repeating a movement from a stimuli.
- Change direction when travelling in this style.
- Continuously repeat a gesture to a rhythm.
- March, walk and skip in time to a rhythm.
- Freeze in time to a rhythm and then continue travelling.

● Selecting and Applying

- Choose five movements to make a simple dance sequence.
- Create a sequence to include a clear change of level, speed or direction.
- Add two more dance movements to a known sequence.
- Lead a partner when teaching them a know sequence.
- Use three parts of their own sequence and three parts of a partner's and perform together.

● Evaluating and Improving

- Using correct vocabulary, identify dance movements in another's performance (e.g. travels, turns, gestures and stillness).
- Use dance vocabulary to describe differences between two performances.
- Identify actions and skills which they are confident with and use well in performances.
- Identify actions and skills which they are not confident with and don't use well in performances.
- Know and choose ways of improving actions and skills (i.e. learn from partner, repetition etc).

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know what positively and negatively affects their physical, mental and emotional health (including the media).
- Differentiate between the terms, 'risk', 'danger' and 'hazard'.
- Know school rules about health and safety, basic emergency aid procedures, where and how to get help.

Explanation
Repeat
Names of movements
Names of body shapes
Names of actions
Freeze
Gesture
Energy / tension
Rhythm

Language of direction and position.
Language of size, height and speed.
Counting.

Cyber Coach
Music with simple rhythms
Literature

- Know how to make informed choices (including that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this is an opportunity to build resilience.
- To work collaboratively towards shared goals.

Explanation
Sequence
Repeat
Practise
Position
Awareness
Lead / follow
Unison

Language of direction and position.
Language of size, height and speed.
Counting
Sequence / pattern

As above

- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
- To offer constructive support and feedback to others.

Evaluation
Dance vocabulary (inc. shape, gesture, energy, tension, movement etc).
Identify / Describe
Similarities / differences
Improve
Sequences
Confidence

Language of direction and position.
Language of size, height and speed.
Sequence / pattern

As above

YEARS 5 & 6

● Acquiring and Developing

- Develop dance skills in a range of dance types.
- Repeat a travel from a stimuli and do this in time to a rhythm.
- Change direction to a rhythm when travelling in this style.
- Develop flexibility, strength, control and balance of dance movements.
- Perform actions clearly by extending body parts.
- Perform actions slowly to show control.

● Selecting and Applying

- Lead a group performing different dance movements in the style of a particular type of dance.
- Choose a dance movement to repeat to the music of a particular type of dance.
- Add two more movements to a know sequence.
- Adapt a know sequence to music with different rhythms and moods.
- Follow a partner's sequence and repeat it with a change of level, speed or direction.

● Evaluating and Improving

- Use specific criteria to make judgements about another's performance.
- Explain how individual parts of their own sequence contribute to the overall effect of the performance.
- Explain how individual parts of a partner's sequence contribute to the overall effect of a performance.
- Use dance vocabulary to describe (e.g. extension, fluency, control etc).
- Think of and apply aspects which could improve the fluency, extension and control within the sequence.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know what positively and negatively affects their physical, mental and emotional health (including the media).
- Differentiate between the terms, 'risk', 'danger' and 'hazard'.
- Know school rules about health and safety, basic emergency aid procedures, where and how to get help.

Explanation
Repeat
Names of body shapes
Names of dance types
Extension
Flexibility
Strength
Control
Balance
Rhythm
Names of body parts

Language of direction and position.
Language of size, height and speed.
Counting.

Cyber Coach
Music with simple rhythms
Literature

- Know how to make informed choices (including that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience.
- To work collaboratively towards shared goals.

Explanation
Sequence
Style
Moods
Position
Awareness
Lead / follow
Unison

Language of direction and position.
Language of size, height and speed.
Counting
Sequence / pattern

As above

- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
- To offer constructive support and feedback to others.

Evaluation
Dance vocabulary (inc. extension, fluency, control etc).
Criteria
Contribution
Improve
Sequences
Confidence

Language of direction and position.
Language of size, height and speed.
Sequence / pattern

As above

Health and Fitness

YEARS 1 & 2

- Know the difference between tension and relaxation.
- Know that lessons begin with a warm up and end with a cool down.
- Identify changes in temperature, breathing and heart rate.
- Anticipate these changes before a lesson.
- Explain why physical activity is good for them.

YEARS 3 & 4

- Understand the importance of warming up.
- Understand that strength and suppleness are important parts of fitness.
- Identify which activities have the biggest impact for improving stamina.
- Describe how some activities / games use short bursts of speed.
- Use their own knowledge of an activity to devise an appropriate warm up / stretch.

YEARS 5 & 6

- Recognise that a cool down is important.
- Suggest ideas for warming up and explain their choice.
- Recognise exercises and activities that help strength, speed, stamina and overall health.
- Know the importance of being fit and what types of fitness are most important for P.E..
- Understand how P.E. can contribute to a healthy lifestyle.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.
- Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.

Explanation

Tension
Relaxation
Activity
Warm up / cool down
Temperature
Breathing
Heart rate

Counting
Time

- Know what positively and negatively affects their physical, mental and emotional health (including the media).
- Differentiate between the terms, 'risk', 'danger' and 'hazard'.
- Know school rules about health and safety, basic emergency aid procedures, where and how to get help.
- Know how to make informed choices (including that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

Explanation

Body parts
Internal organs
Warm up / cool down
Muscles
Activity
Stamina
Fitness

Counting
Time

Skin thermometers
Stop watches

KEY STAGE 2

ASA National Plan for Teaching Swimming

Stage 1 (with or without arm bands and floats)

- Enter the water safely.
- Move forwards for a distance of 5 metres.
- Move backwards for a distance of 5 metres.
- Move sideways for a distance of 5 metres.
- Scoop the water and wash face.
- Be at ease with water showered from overhead.
- Move into a stretched floating position using aids, equipment or support.
- Regain an upright position from on the back, with support.
- Regain an upright position from on the front, with support.
- Push and glide in a horizontal position to or from a wall.
- Take part in a teacher-led partner orientated game.
- Demonstrate an understanding of pool rules.
- Exit the water safely.

Stage 2 (with or without arm bands and floats)

- Jump in from poolside safely.
- Blow bubbles a minimum of three times rhythmically with nose and mouth submerged.
- Regain upright position from the back without support.
- Regain an upright position from the front without support.
- Push from wall and glide on the back.
- Push from wall and glide on the front.
- Travel on the back for 5 metres, aids or equipment may be used.
- Travel on the front for 5 metres, aids or equipment may be used.
- Perform a rotation from the front to the back to gain an upright position.
- Perform a rotation from the back to the front to gain an upright position.

Stage 3

- Jump in from poolside and submerge (min. depth 0.9m).
- Sink, push away from wall on side and maintain a streamlined position.
- Push and glide on the front with arms extended and log roll onto the back.
- Push and glide on the back with arms extended and log roll onto the front.
- Travel on the front, tuck and rotate around the horizontal axis to return on the back.
- Fully submerge to pick up an object.
- Answer correctly three questions on the Water Safety Code.
- Travel 10 metres on the back.
- Travel 10 metres on the front.

- Know what positively and negatively affects their physical, mental and emotional health (including the media).
- Differentiate between the terms, 'risk', 'danger' and 'hazard'.
- Know school rules about health and safety, basic emergency aid procedures, where and how to get help.
- Know how to make informed choices (including that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience.

Explanation

Actions
Strokes
Scoop
Stretched / tucked
Upright
Push
Glide
Enter / exit
Rhythmically
Submerge
Horizontal / vertical
Rotate

Language of direction and position.
Language of size, distance and speed.
Counting.

Arm bands
Floats
Objects

KEY STAGE 2

Stage 4

- Demonstrate an understanding of buoyancy.
- Perform a tuck float for 5 seconds.
- Perform a sequence of changing shapes (minimum of three) whilst floating at the surface.
- Push and glide from the wall to the pool floor.
- Kick 10 metres backstroke (one item of equipment optional).
- Kick 10 metres front crawl (one item of equipment optional).
- Kick 10 metres butterfly on the front or on the back.
- Kick 10 metres breaststroke on the back (equipment optional).
- Kick 10 metres breaststroke on the front (equipment optional).
- Perform on the back, a head first sculling action for 5 metres in a horizontal position.
- Travel on back and roll in one continuous movement onto front.
- Travel on front and roll in one continuous movement onto back.
- Swim 10 metres, choice of stroke is optional.

Stage 5

- Perform a horizontal stationary scull on the back.
- Perform a feet first sculling action for 5 metres whilst horizontal on the back.
- Perform a sculling sequence with a partner for 30-45 seconds to include a rotation.
- Tread water for 30 seconds.
- Perform three different shaped jumps into deep water.
- Swim 10 metres backstroke (refer to the ASA expected stroke standards sheet).
- Swim 10 metres front crawl face in the water (refer to the ASA expected stroke standards sheet).
- Swim 10 metres breaststroke (refer to the ASA expected stroke standards sheet).
- Swim 10 metres butterfly (refer to the ASA expected stroke standards sheet).
- Perform a handstand and hold for a minimum of three seconds.
- Perform a forward somersault, tucked in the water.
- Demonstrate an action for getting help.

Stage 6

- Demonstrate an understanding of preparation for exercise.
- Sink, push off on side from wall, glide, kick and rotate into backstroke.
- Sink, push off on side from wall, glide, kick and rotate into front crawl.
- Swim 10 metres wearing clothes.
- Swim front crawl to include at least six rhythmical breaths (refer to the ASA expected stroke standards sheet).
- Swim breaststroke to include at least six rhythmical breaths (refer to the ASA expected stroke standards sheet).
- Swim butterfly to include at least six rhythmical breaths (refer to the ASA expected stroke standards sheet).
- Swim 25 metres, choice of stroke is optional (refer to the ASA expected stroke standards sheet).
- Perform a 'shout and signal' rescue.
- Perform a surface dive.
- Exit the water without using steps.

- Know what positively and negatively affects their physical, mental and emotional health (including the media).
- Differentiate between the terms, 'risk', 'danger' and 'hazard'.
- Know school rules about health and safety, basic emergency aid procedures, where and how to get help.
- Know how to make informed choices (including that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience.

Explanation

Strokes
 Stretched / tucked
 Upright
 Push
 Glide
 Enter / exit
 Rhythmically
 Submerge
 Horizontal / vertical
 Rotate
 Buoyancy
 Sculling
 Tread
 Stationary
 Handstand
 Somersault
 Rescue
 Surface dive

Language of
 direction and
 position.
 Language of size,
 distance and
 speed.
 Counting
 Time

Arm bands
 Floats
 Objects
 Clothing

Outdoor and Adventurous Activity

KEY STAGE 2

Isle of Man Venture Centre Residential Trip – Year 6

Air Rifle

- Understand the importance of range rules and discipline.
- Supporting peers and help others to develop skills

Archery

- Follow range rules.
- Practical skills acquisition.
- Relate to the history and development of archery.
- Understand basic archery terms.
- Analyse their performance and adjust accordingly.

Assault Course

- Team work.
- Physical ability.
- Managing emotions.

Abseiling

- Understand the importance of wearing appropriate safety equipment.
- Practical skills acquisition.
- Take responsibility for oneself.
- Enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships.
- Personal challenge, facing fears, trusting the equipment.
- Encourage peer to peer support.

Coasteering

- The environmental effects of the sea.
- Identify at least one type of marine organism.
- Water safety.
- Effects of weather on the sea.

Gorge Walking

- The environmental effect of this activity.
- Water safety.

Climbing

- Set own personal goals.
- Awareness of the world.
- Environment.

Canoeing

- Work with peers.
- Have knowledge of the history of canoeing.
- Awareness of the effect of weather on the canoe.

- Know what positively and negatively affects their physical, mental and emotional health (including the media).
- Differentiate between the terms, 'risk', 'danger' and 'hazard'.
- Know school rules about health and safety, basic emergency aid procedures, where and how to get help.
- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
- Know strategies for keeping physically and emotionally safe including road, safety in the environment, and safety online.
- Know how to make informed choices (including that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this is an opportunity to build resilience.
- To work collaboratively towards shared goals.
- Know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- Know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.

Explanation

Importance
Discipline
Rules
Development
Analyse / adjust
Performance
Emotions
Appropriate
Responsibility
Challenging
Trusting
Environmental
Marine
Consequences
Beaufort
Orientate
Preparation
Requirements

Language of
direction and
position.
Measurement of
size, length, height,
volume, distance
and speed.
Counting
Time
Angle and bearings
Beaufort scale

Air rifle
Archery
Assault course
Abseiling / climbing
equipment
Walking equipment
Canoeing
Kayaking
Raft building
equipment
Sailing
Orienteering
equipment
Camping equipment
Cycling
First aid kits

Outdoor and Adventurous Activity

KEY STAGE 2

Kayaking

- Develop personal kayaking skills.
- Understand water safety issues.

Raft Building

- Understand the consequences of your own actions.
- Apply skills that you have learnt in a practical situation.

Sailing

- To be able to name parts of the boat. Bow, stern, port, starboard, rudder, tiller, dagger board.
- Basic understanding of Beaufort scale.
- How to tie boat up properly with round turn and two half hitches.
- Practical sailing skills. Sail on a reach go about and return.

Map and compass

- Be able to orientate a map using topological features.
- Be able to set a compass for a given bearing and follow that compass over a short distance.

Campcraft / Survival

- Types of wood.
- Safety.
- Environment issues.
- Work as part of a group for common objective.

Coastal Walk

- Personal preparation for activity.
- History of area.
- Awareness of geographical location place in the world.

Off Road Cycling

- Understand the requirements for safety equipment.
- Develop skills as appropriate to ability of group.

Shared Residential Experience

- Working together.
- Helping other people.
- Shared social experiences.
- Caring for others.

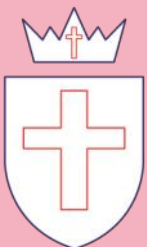
- Know what positively and negatively affects their physical, mental and emotional health (including the media).
- Differentiate between the terms, 'risk', 'danger' and 'hazard'.
- Know school rules about health and safety, basic emergency aid procedures, where and how to get help.
- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
- Know strategies for keeping physically and emotionally safe including road, safety in the environment, and safety online.
- Know how to make informed choices (including that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this is an opportunity to build resilience.
- To work collaboratively towards shared goals.
- Know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- Know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.

Explanation

Importance
Discipline
Rules
Development
Analyse / adjust
Performance
Emotions
Appropriate
Responsibility
Challenging
Trusting
Environmental
Marine
Consequences
Beaufort
Orientate
Preparation
Requirements

Language of
direction and
position.
Measurement of
size, length, height,
volume, distance
and speed.
Counting
Time
Angle and bearings
Beaufort scale

Air rifle
Archery
Assault course
Abseiling / climbing
equipment
Walking equipment
Canoeing
Kayaking
Raft building
equipment
Sailing
Orienteering
equipment
Camping equipment
Cycling
First aid kits



All Saints C of E Primary School

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