

Physical Education

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Physical Education Progression (Knowledge)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamentals	<p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.</p> <p>Balancing: know that I can hold my arms out to help me to balance.</p> <p>Jumping: know that bending my knees will help me to land safely.</p> <p>Hopping: understand that I use one foot to hop.</p> <p>Skipping: know that if I hop then step that will help me to skip</p>	<p>Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms, it will help me to run faster.</p> <p>Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control.</p> <p>Hopping: know that I should hop with a soft bent knee.</p> <p>Skipping: know that I should use the opposite arm to leg</p>	<p>Running: know that bending my knees helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Balancing: understand that squeezing my muscles helps me to balance.</p> <p>Jumping: know that swinging my arms forwards will help me to jump further.</p> <p>Hopping: know that if I look straight ahead it will stop me falling over when I land.</p>	<p>Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Understand how agility helps us with everyday tasks.</p> <p>Balancing: understand how balance helps us with everyday tasks.</p> <p>Jumping and hopping: know that if I jump and land quickly, it will help me to jump further.</p> <p>Skipping: understand that I should turn the rope from my wrists</p>	<p>Running: know that keeping my elbows bent when changing direction will help me to stay balanced.</p> <p>Balancing: understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>Jumping and hopping: know that swinging my non-hopping foot helps to create momentum.</p> <p>Skipping: understand that keeping my chest up helps me to stay balanced.</p>	<p>Running: understand that to change direction, I push off my outside foot and turn my hips.</p> <p>Balancing: understand that balance is a skill used in many different activities and everyday life.</p> <p>Jumping and hopping: understand that there are different techniques for different situations.</p> <p>Skipping: understand that people will have varying levels of skipping ability and that I can get better with practice</p>	<p>Running: know that running develops stamina and speed and both can be improved by training over time. Understand that agility requires speed, strength, good balance and co-ordination.</p> <p>Balancing: know that balance underpins many skills in PE and everyday life and this feels different in different situations.</p> <p>Jumping and hopping: understand when to jump for height or jump for distance in different activities</p>



Physical Education

when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.

Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.

with wide hands to create a gap to step through.

and what to do to achieve this.
Skipping: understand that skipping helps to develop co-ordination, stamina and balance.

Athletics

Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.

Jumping: know that bending my knees will help me to land safely.

Throwing: understand that bigger targets are easier to hit.

Rules: know that rules help us to stay safe.

Running: understand that if I swing my arms, it will help me to run faster.

Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees, it will help me to jump further.

Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.

Rules: know that rules help us to play fairly.

Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.

Jumping: know that swinging my arms forwards will help me to jump further.

Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.

Rules: know how to follow simple rules when working with others

Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.

Jumping: know that if I jump and land quickly it will help me to jump further.

Throwing: understand that the speed of the movement helps to create power.

Rules: know the rules of the event and begin to apply them

Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.

Jumping: understand that transferring weight will help me to jump further.

Throwing: understand that transferring weight will help me to throw further.

Rules: know and understand the rules to be able to manage our own events

Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances.

Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps.

Throwing: know how to transfer my weight in different throws to increase the distance.

Rules: understand and apply rules in a variety of events using official equipment.

Running: understand that I need to prepare my body for running and know the muscle groups I will need to use.

Jumping: understand that a run up builds speed and power and enables me to jump further.

Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.

Rules: understand and apply rules in events that pose an increased risk.

Ball Skills

Sending: know to look at the target when sending a ball.

Catching: know to have hands out ready to catch.

Tracking: know to watch the ball as it comes towards me and scoop it with two hands.

Dribbling: know that keeping the ball close will help with control

Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance.

Catching: know to watch the ball as it comes towards me.

Tracking: know to move my feet to get in the line with the ball.

Sending: know that stepping with opposite foot to throwing arm will help me to balance.

Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch.

Tracking: know that it is easier to move towards a ball to track it than chase it.

Sending: know that pointing my hand/foot to my target on release will help me to send a ball accurately.

Catching: know to move my feet to the ball.

Tracking: know that using a ready position will help me to react to the ball.

Sending: know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.

Catching: know to adjust my hands to the height of the ball.

Tracking: know that tracking a ball is an important skill used in

Sending: know that controlling a ball before sending it will allow me to send it accurately.

Catching: understand when to use different types of catching.

Tracking: know that tracking a ball will help me to collect/stop/receive it quickly and successfully.

Sending: understand and make quick decisions about when, how and who to pass to.

Catching: know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball.

Tracking: know how to track a ball for



Physical Education

Dribbling: know that moving with a ball is called dribbling.

Dribbling: know to keep my head up when dribbling to see space/opponents.

Dribbling: know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.

games activities and be able to give examples of this.
Dribbling: know that dribbling with soft hands/touches will help me to keep control.

Dribbling: know that dribbling in different directions will help me to lose a defender in game situations.

different situations, considering trajectory, speed, height and size of the ball.

Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.

Net and Wall Games

Hitting: know to point my hand/object at my target when hitting a ball.

Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it.

Footwork: know to use big steps to run and small steps to stop.

Tactics: make simple decisions in response to a task.

Rules: know that rules help us to stay safe.

Hitting: know to use the centre of the racket for control.

Feeding: know to use an underarm throw to feed to a partner.

Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball.

Footwork: know that using a ready position will help me to move in any direction.

Tactics: know that tactics can help us to be successful when playing games.

Rules: know that rules help us to play fairly.

Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it.

Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.

Rallying: know that sending the ball towards my partner will help me to keep a rally going.

Footwork: know that using a ready position helps me to react quickly and return/catch a ball.

Tactics: understand that applying simple tactics makes it difficult for my opponent.

Rules: know how to score points and follow simple rules.

Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.

Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going.

Footwork: know that moving to the middle of my court will enable me to cover the most space.

Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.

Rules: know the rules of the game and begin to apply them.

Shots: understand when to play a forehand and a backhand and why.

Rallying: know that moving my feet to the ball will help me to hit in a more balanced position, therefore increasing the accuracy of my shot.

Footwork: know that getting my feet in the right position will help me to balance before playing a shot.

Tactics: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points.

Rules: know and understand the rules to be able to manage our own game

Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net.

Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving.

Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.

Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot.

Tactics: understand the need for tactics and identify when to use them in different situations.

Rules: understand and apply rules in a variety of net and wall

Shots: understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net, if I have just moved my opponent to the back of the court.

Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.

Rallying: understand how to play different shots depending on if a rally is co-operative or competitive.

Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot.

Tactics: understand when to apply some tactics for attacking and/or defending.

Physical Education



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games whilst playing
and officiating.

Rules: understand,
apply and use rules
consistently in a
variety of net and wall
games whilst playing
and
officiating.

Invasion Games

Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it.
Dribbling: know that keeping the ball close will help with control.
Space: know that being in a space gives me room to play.
Attacking & defending: know that there are different roles in games.
Tactics: make simple decisions in response to a task.
Rules: know that rules help us to stay safe.

Sending & receiving: know to look at my partner before sending the ball.
Dribbling: know that moving with a ball is called dribbling.
Space: understand that being in a good space helps us to pass the ball.
Attacking: know that being able to move away from a partner helps my team to pass me the ball.
Defending: know that staying with a partner makes it more difficult for them to receive the ball.
Tactics: know that tactics can help us when playing games.
Rules: know that rules help us to play fairly.

Sending & receiving: know to control the ball before sending it.
Dribbling: know that keeping my head up will help me to know where defenders are.
Space: know that moving into space away from defenders helps me to pass and receive a ball.
Attacking: know that when my team is in possession of the ball, I am an attacker and we can score.
Defending: know that when my team is not in possession I am a defender and we need to try to get the ball.
Know that standing between the ball and the attacker will help me to stop them from getting the ball.
Tactics: understand and apply simple tactics for attack and defence.
Rules: know how to score points and follow simple rules.

Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.
Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.
Space: know that by spreading out as a team, we move the defenders away from each other.
Attacking and defending: know my role as an attacker and defender.
Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.
Rules: know the rules of the game and begin to apply them

Sending & receiving: know that cushioning a ball will help me to control it when receiving it.
Dribbling: know that protecting the ball as I dribble will help me to maintain possession.
Space: know that moving into space will help my team keep possession and score goals.
Attacking: recognise when to pass and when to shoot.
Defending: know when to mark and when to attempt to win the ball.
Tactics: know that applying attacking tactics will help to maintain possession and score goals.
Know that applying defending tactics will help to deny space, gain possession and stop goals.
Rules: know and understand the rules to be able to manage our own game.

Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control.
Dribbling: know that dribbling in different directions will help to lose a defender.
Space: know that by moving to space even if not receiving the ball will create space for a teammate.
Tactics: understand the need for tactics and identify when to use them in different situations.
Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.

Sending & receiving: understand and make quick decisions about when, how and who to pass to.
Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.
Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.
Tactics: know how to create and apply a tactic for a specific situation or outcome.
Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.

Striking and Fielding Games

Striking: know to point my hand at my

Striking: understand that the harder I

Striking: understand the role of a batter.

Striking: know that striking to space away

Striking: know that using the centre of

Striking: understand that stance is

Striking: understand that the momentum



Physical Education

target when striking a ball.

Fielding: know to scoop a ball with two hands.

Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch.

Tactics: make simple decisions in response to a task.

Rules: know that rules help us to stay safe.

strike, the further the ball will travel.

Fielding: know that throwing the ball back is quicker than running with it.

Throwing: know which type of throw to use to throw over longer distances.

Catching: know to watch the ball as it comes towards me.

Tactics: know that tactics can help us when playing games.

Rules: know that rules help us to play fairly.

Know that striking quickly will increase the power.

Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.

Throwing: know that stepping with opposite foot to throwing arm will help me to balance.

Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch.

Tactics: understand and apply simple tactics for attack (batting) and defence (fielding).

Rules: know how to score points and follow simple rules.

from fielders will help me to score.

Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.

Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw.

Catching: know to move my feet to the ball.

Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.

Rules: know the rules of the game and begin to apply them

the bat will provide the most control and accuracy.

Fielding: know that it is easier to field a ball that is coming towards me rather than away so set up accordingly.

Throwing: know that keeping my elbow high and stepping with my opposite foot will help to increase the power.

Catching: know to track the ball as it is thrown to help to improve the consistency of catching.

Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points.

Rules: know and understand the rules to be able to manage our own game.

important to allow me to be balanced as I hit.

Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.

Throwing: understand where to throw the ball in relation to where a batter is.

Catching: understand when to use a close catch technique or deep catch technique.

Tactics: understand the need for tactics and identify when to use them in different situations.

Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.

and power for striking comes from legs as well as arms.

Fielding: know which fielding action to apply for the situation.

Throwing and catching: 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.

Tactics: understand and apply some tactics in the game as a batter, bowler and fielder.

Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.

Target Games

Throwing: know to point my hand at my target when throwing.

Catching: know to have hands out ready to catch.

Tactics: make simple decisions in response to a task.

Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.

Tactics: know that tactics can help us when playing games.

Throwing: know that stepping with opposite foot to throwing arm will help you to balance.

Striking: know to finish with my object/hand pointing at my target.

Throwing: know to throw slightly ahead of a moving target.

Catching (dodgeball): know that beginning in a ready position will help me to react to the ball.

Striking: know that using a bigger swing

Throwing: know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power.

Throwing: know to aim low to make it difficult for an opponent to catch.
Catching (dodgeball): know to stay towards the back of the court area to give me more time to catch.

Throwing: know who to throw at and when to throw in order to get opponents out.
Catching (dodgeball): know that I need to make quick decisions on if to catch or if to dodge the ball.



Physical Education

		<p>Rules: know that rules help us to stay safe.</p>	<p>Rules: know that rules help us to play fairly</p>	<p>Tactics: understand and apply simple tactics. Rules: know how to score points and follow simple rules</p>	<p>will give me more power. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for. Rules: know the rules of the game and begin to apply them.</p>	<p>Catching (dodgeball): know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently. Striking: know that using a smooth action will help to increase accuracy. Tactics: know that applying attacking tactics will help me to score points and get opponents out. Know that applying defending tactics will help me to stay in the game. Rules: know and understand the rules to be able to manage our own game</p>	<p>Striking: know that aligning my body and equipment before striking will help me to be balanced. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of target games whilst playing and officiating.</p>	<p>Striking: know which skill to select for the situation. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of target games whilst playing and officiating</p>
Dance	Dance	<p>Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space, it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting</p>	<p>Actions: understand that actions can be sequenced to create a dance. Dynamics: understand that I can create fast and slow actions to show an idea. Space: understand that there are different directions and pathways within space. Relationships: understand that when dancing with a partner, it is important to be aware of each other and keep in time.</p>	<p>Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. Performance: know that using facial expressions helps to</p>	<p>Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. Dynamics: understand that all actions can be performed differently to help to show effect. Space: understand that I can use space to help my dance to flow. Relationships: understand that 'formation' means the same in dance as in other activities such</p>	<p>Actions: understand that some actions are better suited to a certain character, mood or idea than others. Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others. Space: understand that space can be used to express a certain character, mood or idea. Relationships: understand that some relationships are better suited to a certain character, mood or idea</p>	<p>Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style. Dynamics: understand that different dance styles utilise selected dynamics to express mood. Space: understand that space relates to where my body moves both on the floor and in the air. Relationships: understand that different dance styles utilise selected relationships to express mood.</p>	<p>Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent. Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea.</p>



Physical Education

		<p>Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.</p> <p>Strategy: know that if I use exaggerated actions, it helps the audience to see them clearly</p>	<p>show the mood of my dance.</p> <p>Strategy: know that if I practice my dance, my performance will improve.</p>	<p>as football, rugby and gymnastics.</p> <p>Performance: understand that I can use timing techniques such as canon and unison to create effect.</p> <p>Strategy: know that if I show sensitivity to the music, my performance will look more complete</p>	<p>than others.</p> <p>Performance: know that being aware of other performers in my group will help us to move in time.</p> <p>Strategy: know that I can select from a range of dance techniques to translate my idea</p>	<p>Performance: understand what makes a performance effective and know how to apply these principles to my own and others’ work.</p> <p>Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.</p>	<p>Performance: understand how a leader can ensure our dance group performs together.</p> <p>Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience</p>
Fitness	<p>Agility: know that moving into space away from others helps to keep me safe.</p> <p>Balance: know that I can hold my arms out to help me to balance.</p> <p>Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump.</p> <p>Speed: know that I use big steps to run and small steps to stop.</p> <p>Strength: understand that I can hold my weight on different parts of my body.</p> <p>Stamina: understand that moving for a long time can make me feel tired.</p>	<p>Agility: understand that bending my knees will help me to change direction.</p> <p>Balance: know that looking ahead will help me to balance.</p> <p>Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.</p> <p>Speed: understand that if I swing my arms, it will help me to run faster.</p> <p>Strength: understand that exercise helps me to become stronger.</p> <p>Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster</p>	<p>Agility: know using small quick steps helps me to change direction.</p> <p>Balance: understand that I can squeeze my muscles to help me to balance.</p> <p>Co-ordination: understand that some skills require me to move body parts at different times such as skipping.</p> <p>Speed: know that I take shorter steps to jog and bigger steps to run.</p> <p>Strength: know that strength helps us with everyday tasks such as carrying our school bag.</p> <p>Stamina: know that I need to run slower if running for a long period of time.</p>	<p>Agility: understand how agility helps us with everyday tasks.</p> <p>Balance: understand how balance helps us with everyday tasks.</p> <p>Co-ordination: understand how co-ordination helps us with everyday tasks.</p> <p>Speed: understand that leaning slightly forwards helps to increase speed.</p> <p>Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Strength: know that when completing strength activities, they need to be performed slowly and with control to help me to stay safe.</p> <p>Stamina: understand how stamina helps us in other life activities.</p>	<p>Agility: know that keeping my elbows bent when changing direction will help me to stay balanced.</p> <p>Balance: understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>Co-ordination: understand that if I begin in a ready position I can react quicker.</p> <p>Speed: understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Strength: understand that strength comes from different muscles and know how I can improve my strength.</p> <p>Stamina: understand that I need to pace myself when running</p>	<p>Agility: understand that to change direction I push off my outside foot and turn my hips.</p> <p>Balance: understand that dynamic balances are harder than static balances as my centre of gravity changes.</p> <p>Co-ordination: understand that people will have varying levels of co-ordination and that I can get better with practice.</p> <p>Speed: understand that taking big consistent strides will help to create a rhythm that allows me to run faster.</p> <p>Strength: moving quickly with the maximum force will get the maximum amount of power, distance or speed.</p> <p>Stamina: understand that keeping a steady breath will help me to move for longer periods of time.</p>	<p>Agility: understand that agility requires speed, strength, good balance and co-ordination.</p> <p>Balance: know where and when to apply force to maintain control and balance.</p> <p>Co-ordination: understand that co-ordination also requires good balance and know how to achieve this.</p> <p>Speed: know that speed can be improved by training and know which speed to select for the distance.</p> <p>Strength: understand that I can build up my strength by practicing in my own time.</p> <p>Stamina: know which exercises can develop stamina and understand that it can be improved by training over time</p>

Physical Education

further or for a long
period of time

Yoga

Balance: know that it is easier to balance using more parts of my body than fewer parts.
Flexibility: know that I can make my body longer by reaching out with my arms and legs.
Strength: understand that I can hold my weight on different parts of my body.
Strategy: understand how movement makes me feel.

Balance: know that if I focus on something still, it will help me to balance.
Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks.
Strength: know that I can use my strength to move slowly and with control.
Strategy: understand that yoga can make me feel happy.

Balance: understand that I can squeeze my muscles to help me to balance.
Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints.
Strength: know that strength helps us with everyday tasks such as carrying our school bag.
Strategy: understand that I can use yoga to make me feel calm.

Balance: understand that if I use the whole of the body part in contact with the floor, it will help me to balance.
Flexibility: know that if I move as I breathe out, I can stretch a little bit further.
Strength: understand that I need to use different body parts and muscles for different poses.
Strategy: know that I can use my breath to focus.

Balance: understand that if I move with my breath, it will help me to balance.
Flexibility: understand which body parts I am trying to extend in different poses.
Strength: understand that people have different levels of strength.
Strategy: understand that mindfulness is a personal journey.

Balance: understand that I need to ground contact points and spread weight evenly across them to maintain balance.
Flexibility: understand that I can improve my flexibility when moving with my breath.
Strength: know that different poses will use different muscles to hold them and begin to know names of some muscle groups.
Strategy: understand that there are different techniques I can use to control how I feel

Balance: know where and when to apply force to maintain control and balance.
Flexibility: know which of my muscles require more practice to increase my flexibility.
Strength: understand that I can build up my strength by practicing in my own time.
Strategy: identify times in my everyday life when mindfulness activities would be helpful for my wellbeing

Gymnastics

Shapes: understand that I can make different shapes with my body.
Balances: know that I should be still when holding a balance.
Rolls: know that I can change my body shape to help me to roll.
Jumps: know that bending my knees will help me to land safely.
Strategy: know that if I hold a shape and count to five people will see it clearly.

Shapes: understand that I can improve my shapes by extending parts of my body.
Balances: know that balances should be held for 5 seconds.
Rolls: know that I can use different shapes to roll.
Jumps: know that landing on the balls of my feet helps me to land with control.
Strategy: know that if I use a starting and finishing position, people will know when my sequence has

Shapes: know that some shapes link well together.
Balances: understand that squeezing my muscles helps me to balance.
Rolls: understand that there are different teaching points for different rolls.
Jumps: understand that looking forward will help me to land with control.
Strategy: know that if I use shapes that link well together, it will help my sequence to flow.

Shapes: understand how to use body tension to make my shapes look better.
Balances: understand that I can make my balances look interesting by using different levels.
Rolls: understand the safety considerations when performing more difficult rolls.
Jumps: understand that I can change the take off and shape of my jumps to make them look interesting.
Strategy: know that if I use different levels it will help to make my

Shapes: understand how shapes can be used to improve my sequence.
Inverted movements: know that inverted movements are actions in which my hips go above my head.
Balances: know how to keep myself and others safe when performing partner balances.
Rolls: understand that I can keep the shape of my roll using body tension.

Shapes: understand that shapes underpin all other skills.
Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.
Balances: understand how to use contrasting balances to make my sequences look interesting.
Rolls: understand that I need to work within my own capabilities

Shapes: know which shapes to use for each skill.
Inverted movements: understand that spreading my weight across a base of support will help me to balance.
Balances: know where and when to apply force to maintain control and balance.
Rolls: understand that I can use momentum to help me to roll and where



Physical Education

	begun and when it has ended.		sequence look interesting.		Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees. Strategy: know that if I use different directions it will help to make my sequence look interesting	and this may be different to others. Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. Strategy: know that if I use different pathways, it will help to make my sequence look interesting.	that momentum comes from. Jumps: understand that taking off from two feet will give me more height and therefore more time in the air. Strategy: know that if I use changes in formation it will help to make my sequence look interesting
Swimming	Water safety: understand that water can be dangerous.	Water safety: understand that floating can help me to stay safe. Rules: know that walking on poolside helps to keep me safe	Water safety: understand that floating uses less energy than swimming. Rules: know how to safely enter and exit the pool.	Strokes: know that lifting my hips will help me to stay afloat whilst swimming. Breathing: know that turning my head to the side to breathe will allow me to swim with good technique. Water safety: know that treading water enables me to keep upright and in the same space. Rules: know that the water should be clear of swimmers before entering.	Strokes: understand that keeping my legs together for crawl helps me to stay straight in the water. Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. Water safety: know what to do if I fall in the water. Rules: understand the water safety rules	Strokes: understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster. Breathing: know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides. Water safety: know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers. Rules: understand rules in and around water.	Strokes: understand that making my body streamlined helps me to glide through the water. Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming. Water safety: know which survival technique to use for the situation. Rules: understand that different environments have different rules to keep us safe around water
OAA	Problem solving: make simple decisions in response to a task.	Problem solving: know that working collaboratively with	Problem solving: know that listening to each other's ideas	Problem solving: know that trying ideas before deciding on a solution will help	Problem solving: know that discussing the advantages and disadvantages of	Problem solving: recognise that there may be more than one way to solve a	Problem solving: understand that being able to solve

Physical Education

Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe.

Communication: know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'.

Reflection: begin to identify when I am successful.

Rules: know that rules help us to stay safe.

others will help to solve challenges.

Navigational skills: know that deciding which way to go before starting will help me.

Communication: know that using short instructions will help my partner e.g. start/stop.

Reflection: identify when I am successful and make basic observations about how to improve.

Rules: know that rules help us to play fairly.

might give us an idea we hadn't thought of.

Navigational skills: understand that the map tells us what to do.

Communication: know to use encouraging words when speaking to a partner or group to help them to trust me.

Reflection: verbalise when I am successful and areas that I could improve.

Rules: know how to follow and apply simple rules.

us to come up with the best idea.

Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out.

Communication: know to take turns when giving ideas and not to interrupt each other.

Reflection: reflect on when and why I am successful at solving challenges.

Rules: know that using the rules honestly will help to keep myself and others safe.

ideas will help to guide us to a conclusion about which idea to use.

Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it.

Communication: understand that there are different types of communication and that I can communicate without talking.

Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges.

Rules: understand the importance of working with integrity.

challenge and that trial and error may help to guide me to the best solution.

Navigational skills: use a key to identify objects and locations.

Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.

Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve.

Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.

problems is an important life skill.

Navigational skills: understand why having good navigational skills are important.

Communication: know that good communication skills are key to solving problems and working effectively as a team.

Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve.

Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules