

**Purpose of Study**  
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.

**Aims**  
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



Foundation	Key Stage One	Key Stage Two
<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.</p> <p><b>Physical Development (ELG)</b> <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p><b>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul>	<p><b>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.</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>GAMES - Travelling</b>						
Finds clear space avoiding obstacles in lessons and in games., adjusting speed and direction.	Travelling and changing direction on command or around obstacles.	Travelling and changing direction showing control and coordination.	Change speed and direction easily.	Dodge to change direction easily.	Change speed and direction easily whilst dribbling ball with hands, feet, stick.	Change speed and direction easily whilst dribbling ball with hands, feet, stick keeping ball in close control.
Experiments with different ways of moving showing confidence	Travelling with an object in hands and at feet.	Travelling with equipment including bouncing ball, dribbling ball at feet, dribbling with stick and ball.	Jog whilst dribbling a ball with hands, ball at feet and with stick and ball.	Travel with an object whilst running (dribbling with hands, feet, stick and ball) looking forward and keeping ball under close control.	Begin to use dribbling to successfully progress a ball forward in games.	Use dribbling to successfully and accurately progress a ball forward in games.
Copy simple ways of travelling to include walking, running, hopping.						
	Recognise and use space in games.	Uses spaces in games.	Begins to use space well.	Uses space well.	Uses space effectively.	Uses space to maximum effect.
<b>GAMES - Sending, Passing and Receiving</b>						
Able to manipulate equipment on own and with another. Able to manipulate equipment whilst moving with some control.	Roll a ball underarm.	Roll a ball accurately and in different directions.	Throw underarm and overarm using different equipment and one and two hands, different heights and some different directions.	Throw one handed and two handed in different directions and at different heights with accuracy and some power.	Bowl underarm and overarm with increasing accuracy and speed.	Bowl underarm and overarm with accuracy and speed.
Able to throw a beanbag/large ball in a given direction.	Throw a bean bag underarm. Throw objects overarm.	Throw objects underarm with growing accuracy. Throw objects overarm with growing accuracy.			Begin to apply throwing skills more effectively when fielding, varying the speed, direction and height to avoid fielders.	Throw a ball effectively when fielding, varying the speed, direction and height to avoid fielders.
					Intercept and retrieve a ball quickly when fielding.	Intercept and retrieve a ball quickly when fielding and know when to pass it.
	Kick a ball.	Kick a ball with inside of foot.	Kick a ball to a partner with increasing control.	Kick a ball to a partner with increasing control and accuracy.	Kick a ball into space and in different parts of the playing area.	Kick a ball with purpose and accuracy.
Hold equipment with 1 hand appropriately such as hoops, quoits, bats, rackets, beanbags, balls.	Strike a ball with bat and/or racket.	Strike a ball with a bat/racket with increasing control.	Hit a ball with a racket using different methods.	Hit and ball with racket using varying techniques (forehand, backhand, hard, soft)	Hit a ball accurately into space and in different parts of the playing area. Gauge when to run after hitting a ball. Play shots on both sides of the body and above head with reasonable accuracy. Keep a rally going with a partner. Begin to know the effects of hitting a ball at the top of a bounce. Position themselves well on court	Hit a ball with purpose. Gauge when to run after hitting a ball. Play shots on both sides of the body and above head with accuracy. Keep a rally going that is non cooperative Hit a ball at the top of a bounce. Move to centre of the court after each shot.
Shows increasing control over large and small objects with hands and feet to include patting, pushing and kicking.	Throwing and kicking at targets using different equipment (bean bag, ball, quoit etc.)	Throwing and kicking at targets for accuracy.	Hit a ball from a tee. Throw and shoot a ball at a target with some accuracy.	Hit a ball from a tee accurately. Shoot a ball into targets (hoop, basket, net) accurately.	Shoot in a range of ways using different equipment. Begin to shoot from close range and from different angles and distance.	Shoot accurately in a range of ways using different equipment. Shoot from close range successfully and from different angles and distance.
	Trap a ball with feet and hands.	Understand the importance of aiming. Trap a ball with feet and hands showing improved control.	Stop a ball and throw it back to a partner or into play quickly and with some accuracy.	Stop a smaller ball and throw back to partner or into a fielder quickly and accurately.	Stop a ball and throw back to partner/fielder quickly and accurately.	Stop a ball and throw back to partner/fielder quickly and accurately.
Able to catch a bean bag /large ball when thrown accurately.	Catch a bean bag/ large ball.	Trap a ball with feet and hands showing improved control. Catch a ball (medium height). Attempt catching a ball at different heights. Begin to understand the best place to stand when receiving.	Pass and receive using different techniques with hands, feet, stick Choose appropriate places to stand when receiving.	Use a range of passes and techniques to send and receive accurately. Choose appropriate places to stand when fielding.	Pass and receive with accuracy, confidence and control in isolated situations and sometimes games. Begin to intercept and retrieve a moving ball quickly when fielding.	Pass and receive with consistency, accuracy, confidence and control and a degree of speed in isolated situations and often games. Intercept and retrieve a moving ball quickly when fielding.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>GAMES - Attacking Skills</b>						
	Begin to pass a ball.	Pass the ball to a person in space.	Keep possession within a team by passing and moving into space.	Use different tactics to keep possession and get into positions to shoot.	Use a variety of skills and tactics to keep possession.	Use a variety of skills and tactics to keep possession.
		Throw or hit an object into space to make it more difficult for their opponent.	Make things difficult for opponent by directing ball into space when hitting.	Attempt to outwit an opponent by directing a ball into space/different speeds/heights.	Outwit an opponent by directing a ball into space/different speeds/heights.	Confidently outwit an opponent by directing a ball into space/different speeds/heights.
		Hit or run into space to help others score.	Know how to use space effectively in games.			
			Progress towards goal/target on own and with others.	Make good decisions when and where to pass and run..	Make decisions when to pass and when to travel with a ball in games.	Choose when to pass and when to travel with a ball in games to progress the ball forward.
			Make some good decisions when and where to pass and run.			
			Choose where to stand as a fielder to make it harder for the batter.			
				Explain how they and others have kept possession successfully.		
<b>GAMES - Defensive Skills</b>						
		Begin to show basic marking by staying close to someone.	Stay close to an opponent making it difficult for them to move into space.	Able to mark a player and a space with some effect.	Know how to mark and defend their goal	Know how to mark and defend their goal successfully.
		Begin to make some interceptions.	Make some successful interceptions	Intercept/block a ball.	Intercept/block a ball to gain an advantage in a game.	Intercept/block a ball to successfully gain an advantage in a game.
		Watch a skill or game carefully and recognise what was successful.	Explain how to keep possession and describe how they and others have achieved it.	Keep and use rules given and make suggestions to improve the game.	Explain why a performance is good, looking for specific things in a game and explaining how well they are being done i.e., marking an opponent.	Look for specific things in a game and explain how well they are being done using improved language i.e., marking an opponent.
		Describe what they have done or seen others doing.	Identify what they do best and what they find most difficult.	Identify aspects of their game that need improving and say how they will go about improving them.	Recognise own and other strengths.	Recognise successes and areas for improvement in a team or individual's performance and suggest how you they would improve them.
			Explain some basic tactics that they use in games.	Explain the tactics used in a game.	Explain with increasing confidence the tactics used in a game.	Explain with confidence the tactics used in a game.
<b>DANCE - Response to Stimuli</b>						
Imitates movement in response to movement, copying simple gestures. Begins to move rhythmically. Uses and remembers simple actions in response to music or actions. Experiment ways to move their body in creative ways in response to music/words/pictures. Change the way they move in response to different stimuli or the tempo. Enjoys joining in with dancing and ring games. Explores feelings using bodily movements.	Copy and explore basic large and small body actions from a range of stimuli (words, sounds, pictures, objects etc.)         Use body actions to explore feelings/emotions.	Explore basic large body actions and gestures from a range of stimuli (words, sounds, pictures, objects etc.)	Improvise freely translating ideas from a stimulus into movement.	Respond imaginatively to a range of stimuli.         Relate character and narrative effectively.	Respond with imagination to a range of stimuli.         Shows sensitivity to the dance idea/style by adapting the way they perform to suit.	Perform with expression and emotion to different stimuli.
	Describe what body actions you see using simple dance language.  Say what they like and dislike giving reasons. Describe how a dance/sound/picture makes them feel.	Describe why you think certain body actions have been chosen, using simple dynamic qualities (fast/slow, hard/soft, strong/light etc.)  Use simple dance vocabulary to describe why they like something.	Describe why you think certain body actions have been chosen, using simple dynamic qualities (fast/slow, hard/soft, strong/light etc.)  Use dance vocabulary to describe why they like something.			
<b>DANCE - Movement</b>						
Copy simple movement patterns such as step hop, sidestep, tip toe walking, and walking heel toe. Shows stillness when instructed.	Copy simple movement patterns i.e., Spin, walk, clap hands.  Copy a partner's movement pattern	Repeat and remember simple movement patterns i.e., Walk, leap, spin, and jump.  Copy and remember a partner's movement pattern.	Copy and remember a simple dance phrase accurately.  To work in unison with a partner.	Remember and repeat a dance phrase with improved clarity and accuracy.  To work in unison within a group.	Remember and repeat a more challenging dance phrase with improved fluency.  To work in unison or cannon.	Can repeat more challenging movement phrases showing fluency, accurate timing and expression and where appropriate musicality.  To work in unison, cannon or a mixture of both.
Travel at a speed appropriate to how the music is played. Travel in response to the stimuli showing some control.	Copy simple travelling actions; hop, gallop, spin  Copy changes in speed, strength, tension, direction.	Repeat simple travelling actions; hop, gallop, spin with improved control.  Create simple travelling/movement patterns  Vary changes in speed, strength, tension, direction.	Show clear changes of speed / level / direction / tension as appropriate.	Shows sensitivity to the dance idea/style by adapting the way they perform to suit.		
Shows stillness when instructed.	Stillness – Freeze on command in different shapes/positions.  Can begin to describe movements.	Freeze in different shapes/positions on certain counts.  Remember when to move and when to be still.  Can describe movements.	Use simple dance terminology to describe and interpret what they see.  Recognise expressive qualities of dance.	Describe and interpret a dance that they see using appropriate language.  Identify aspects of their performance which need improving and state how they are going to improve it.	Confidently describe and interpret a dance that they see using appropriate language.  Identify aspects of their performance which have been successful and those that need improving and state how they are going to improve it.	Confidently describe and interpret a dance that they see using appropriate language.  Effectively and thoughtfully evaluate performances.
<b>DANCE - Choreography</b>						
			Create a dance phrase with a partner and in a small group.	Use simple motifs and movement patterns to structure their own dance phrases on own, with partner and small groups.	Works imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.	Works creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dance phrases and dances.
						Includes a range of dynamic qualities to improve the fluidity and appearance of the dance - may combine different ways of working – / levels / speed / pathways / direction / stillness / gesture.
					Recognise own and other strengths. Explain why a performance is good. Identify which aspects were performed accurately, fluently, clearly etc.	Uses appropriate criteria to evaluate and refine their own and others' work; talk about dance with understanding, using appropriate language and terminology.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>GYMNASTICS - Jumping</b>							
Jumping and landing on feet.	Copy jumping: two feet to two feet; two feet to one foot; one foot to two feet.	Copy and repeat jumping: 2-2, 1-2, 2-1, 1-1, 1-1 with control. Jump with increased height over time.	Jump for height from 1 and 2 feet and landing on 1 - 2 feet - all shapes.	Vaulting - squat onto apparatus (hands then feet). Clarity of shape, controlled landings.	Vaulting – squat onto apparatus and jump off higher agility tables.	Vaulting – Squat onto apparatus and jump off higher agility tables.	
Landing in a controlled position on feet.	Know how to land safely.	Begin to land in a controlled manner	Land in a controlled manner.	Consistent controlled landings.	Consistent controlled landings.	Consistent controlled landings.	
Jumping from low level apparatus and landing on feet.	Make basic shapes in the air.	Jump with an accurate shape	Jumping from apparatus showing shapes.	Complete shaped jumps from apparatus demonstrating clarity of shape.	Improved clarity of shape and body tension in the air.	Good clarity of shape and body tension in the air.	
<b>GYMNASTICS - Travelling</b>							
Travels on floor in different directions showing an awareness of space.	Copy - jogging, galloping, hopping, and travelling in different directions.	Copy and repeat jogging, galloping, hopping, skipping with control and accuracy.					
Explore's travelling on different body parts to inc: feet, hands and feet, backs, tummy, bottom, side.	Travelling on different body parts in different ways; bunny hop, bear, caterpillar, crab, snake etc.	Remember and repeat travelling patterns in different directions.	Quality of actions on hands and feet in different directions on floor and apparatus.	Take weight on hands and feet safely when squatting onto apparatus – bunny hops.	Explore linking traveling with a different gymnastic action or dynamic e.g., travelling and rolling, travelling and changes in levels or speed.	Explore linking traveling with a different gymnastic action or dynamic e.g., travelling and rolling, travelling and changes in levels or speed within a more complex sequence.	
Begins to travel on, over and through apparatus.	Travels with greater confidence on, over and through apparatus.	Travels with confidence on, over and through apparatus.					
	Link 'like' actions together e.g., 3 x different travelling actions.						
<b>GYMNASTICS - Shape and Balance</b>							
Perform wide, tall, small, tuck, star shapes.	Copy - wide, tall, small, tuck, star shapes.	Copy and remember - tuck, straddle, dish, arch, pike.	Straddle, pike, tuck, front/back support, dish arch on different levels.	Clarity of all shapes on different levels showing body tension.	Choose and perform symmetrical and asymmetrical shapes and balances using different body parts on floor and apparatus showing control.	Move into and out of symmetrical and asymmetrical shapes using different actions on different levels.	
Balance on large body and some small body part, including momentarily on one foot.	Balance on large and small body parts.	1, 2, 3, 4-point balances body on large and small body parts inc, front and back support.	1,2,3,4- point balances and moving into and out of balances smoothly.	Take body weight safely on different body parts in; bottom, head and hands.	Choose and perform matched and mirrored shapes and balances on floor and apparatus accurately.	Synchronise actions with a partner.	
			Balancing on floor and apparatus.	Perform controlled partner balances taking some body weight.			Choose and perform counterbalance and counter tension with a partner using different body parts in contact on floor and apparatus with control.
				Link balances with rolls i.e., front support into log roll, arabesque into forward roll.			Link different balances on different levels.
<b>GYMNASTICS - Rolling</b>							
	Copy – sideways rolls; log, egg.	Copy and repeat sideways rolling inc; log, egg, shoulder, dish-arch.	Develop quality in sideways rolling.	Improved control and quality when performing all sideways rolls, forward roll, teddy/circle roll.	Use actions/balances to move into and out of rolls smoothly.	Improved quality of rolls in isolation and as part of a sequence; forward roll, backward roll, teddy roll.	
	Circle/teddy roll.	Circle/teddy roll.	Circle/teddy roll forward to feet.				
	Rocking forwards and backwards in tuck.	Rocking forwards and backwards in tuck to feet.					
	Attempt ¼ forward roll to pike using incline.	Forward roll to feet.	Refine forward roll to feet.	Begin backward roll progressions.	Refine backward rolls.		
				Use rolls effectively within sequences to link balances or to change direction.	Link a number of rolls smoothly showing control and changes of speed/direction.	Use rolls to smoothly link shapes/balances within longer sequences – different speeds / direction / pathways or levels.	
<b>GYMNASTICS - Sequence Building</b>							
	Create and link simple combinations of two or more actions – travel & balance.	Create and link combinations of two actions i.e., 2 x balance, 2 x travel and remember them.	Create and remember sequences of four or more actions i.e., travel – jump – roll – balance – turn on floor.	Increase length of sequence to include perform and remember four or more actions showing clear beginning, middle and end.	Repeat accurately a longer more difficult sequence showing smooth links, body tension and clarity of shape.	Choose appropriate contrasting actions to create longer more challenging sequences remaining controlled on floor and apparatus.	
		Link three or four simple actions - travel / jump / spin / balance and remember them.	Change levels, speed or directions within sequence as directed (including apparatus).	Include and adapt sequences to include changes of level, speed and direction individually and with a partner on floor and apparatus.			
	Adapt sequences to include apparatus or a partner.	Work cooperatively with partner to create and perform paired sequence.			Choose appropriate actions to link together smoothly in a contrasting sequence	Vary the composition of sequences to improve the overall look or fluidity.	
	Observe and copy a partner's sequence accurately.	Copy and remember a partner's sequence accurately.					
	Comment on quality of actions shown.	Describe actions they see and comment on an action and say how they might improve it.	Describe the difference between two performances.	Explain the difference between two performances.	Identify which aspects were performed accurately, fluently, clearly etc.	Explain how a sequence is formed using appropriate terminology to describe technique & composition.	
	Begin to evaluate the sequence.	Evaluate the sequence.	Evaluate the sequence, beginning to use the appropriate vocabulary.	Make assessments from given criteria justifying your choice and use them to modify own sequence.	Make suitable assessments using criteria and clearly justify your choices using appropriate language.	Evaluate own and others' performances using appropriate terminology to describe technique and composition.	
<b>ATHLETICS - Running</b>							
Shows improved control and coordination when walking and running, negotiating obstacles to include lines, cones, hoops, etc. adjusting speed and/or direction.	Copy different ways for running for speed and distance.	Run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some control and consistency.	Uses body effectively to run for speed i.e., elbows close to body, thumbs moving from hips to lips, head and eyes forward etc.	Reacts quickly demonstrating improved sprinting technique.	Reacts quickly demonstrating a good sprinting technique.	Accurately mark a sprint start and use it to gain power. Reacts quickly and sprints confidently using effective technique.	
Negotiates space when running at speed.	Run in different directions and at different speeds.		Shows greater control when running in different ways and in different directions.	Understands and clearly demonstrates the difference between sprinting and running for sustained periods.	Accurately demonstrates the difference between sprinting and running for sustained periods.	Accurately demonstrates the difference between sprinting and running for sustained periods.	
			Able to run for longer periods of time without stopping understanding the importance of pacing.	Able to pace themselves more accurately when taking part in longer runs.	Understands why pacing is important and uses knowledge when taking part in longer runs to judge their speed effectively.	Chooses the best pace to sustain their running when taking part in longer runs.	
	Can take part in simple tag relay activities.	Can take part in a relay activity, remembering when to run and what to do.	Pass batons/bean bags effectively to team members when travelling at speed.	Shows a good understanding of different relays and beginning to think more tactically to support their team.	Cooperates well with team during relays at speed using efficient baton exchanges.	Consistently pass the baton accurately using the specified method to ensure smooth changeovers.	
					Runs over hurdles at speed and often take off from their preferred leg.	Show good rhythm and speed when hurdling.	
					Can explain what I need to do with my body to generate and maintain speed.	Can confidently explain what I need to do with my body to generate and maintain speed.	
			Can identify some key points to improve technique when running.	Identify some key points to improve technique when running.	Accurately identify key points to improve technique.	Gives partner accurate feedback to improve their performance.	

## Progression of PE Curriculum

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>ATHLETICS - Jumping</b>						
Explores jumping high and landing on feet with some control. Jumping on and off lines and in and out of areas. Explores jumping far and landing on feet with some control.	Copy basic jumping patterns and land with control (2-2, 1-1, 1-2, 2-1).	Copy jumps with greater control and accuracy. Can repeat a short sequence of linked jumps such as hop, hop, jump.	Shows improved control when taking off and landing from 1 and 2 feet.	Shows good control when taking off and landing from 1 and 2 feet.	Jumps are consistently controlled and accurate when jumping for distance and height.	Shows good control, speed and power when jumping.
	Beginning to use body more effectively to generate height/distance when jumping.	Use body effectively to jump for height and/or distance.	Uses upper and lower body effectively to generate power when jumping for height and/or distance and chooses tactics to improve the distances jumped.	Performs a range of jumps for height and distance, showing consistent technique and sometimes using a short run-up.		
					Can link combination jumps smoothly together.	When combination jumping shows control through each element and uses body effectively to generate height and distance.
						Able to adapt skills and techniques according to the task set.
		Beginnings to compare and contrast performances.	Compares and contrasts performances beginning to use appropriate language.	Able to compare and contrast performances using appropriate language.	Able to confidently compare and contrast performances using appropriate language.	
						Confidently evaluates own and others' performances using appropriate language.
<b>ATHLETICS - Throwing</b>						
Explore throwing objects in different ways to reach/hit a target.	Copy throwing techniques with some accuracy i.e., underarm, overarm, chest push.	Can throw a variety of objects, changing their action for accuracy and distance as required. To include underarm throw, 2 and 1 handed push, 2 and 1 handed pull.	Able to throw for distance in different ways showing accuracy and some power. To include: 1 & 2 handed push, 1 & 2 handed pull.	Know and demonstrate a range of throwing techniques. To include: 1 handed pull (javelin), 1 handed push (shot), underarm sling (discus). Throws with improved accuracy and power into a target area.	Demonstrates accurate technique when throwing using push, pull and sling techniques along with power to generate good distance.	Push, pull and sling with improved technique and power. Uses a run up in javelin effectively and a shift in shot put.
	Begin to use body to generate power when throwing for distance.	Continue to develop knowledge of how to use the body to generate power when throwing for distance.				
			Begins to make accurate measurements.	Generally, measures accurately.	Able to measure accurately.	Able to measure accurately.
		Watch an athletic action or performance and recognise what was successful.	Watch an athletic action or performance and recognise what was successful.	Through observation, can explain the difference between two throws.	Explain clearly why a performance is good	Identify and explain why certain techniques are more successful and why.
	Comment on an action and say how you might improve it. 'What do I need to do with my body to jump further/higher' etc	Can identify key points to improve throwing technique.	Identify aspects of their actions/performance that need improvement and describe how they will do so.	Identify which aspects were performed accurately, fluently, clearly etc. Recognise own and other strengths.	Identify which aspects were performed accurately, fluently, clearly etc. Recognise own and other strengths.	
<b>OUTDOOR ADVENTUROUS ACTIVITIES - Problem Solving</b>						
Follow and give simple directions and instructions.	Discuss and solve one-step problems using objects and pictures.	Discuss and solve problems using objects and pictures involving numbers and measures.	Respond to a challenge or problem they are set individually and as a group.	Respond when the task or environment changes and the challenge increases.	Strategize as a team by deciding what approach to use to meet a challenge set.	Evaluate strategies as a team and decide the most effective approach to use to meet a challenge set.
			Begin to refine strategies when faced with challenges.	Refine strategies when faced with challenges.	Quickly adapt and refine strategies when faced with challenges.	Improve ability to quickly adapt and refine strategies when faced with difficult challenges.
			Demonstrate cooperation as a group.	Start to plan suitable responses to physical challenges by talking and working cooperatively with others.	Develop and refine their ability to work in a team.	
			Discuss and set strategies to overcome a challenge.		Use a variety of verbal and non-verbal communication skills to answer a task and understand the importance of clear, precise instructions.	Continue to use a variety of verbal and non-verbal communication skills to answer a task and understand the importance of clear, precise instructions.
	Describe position, direction and movement.	Describe positions, directions and movement inc angles, clockwise/anti clockwise.				
	Recognise, describe, compare and sort shapes (2D&3D)	Compare and sort shapes and everyday objects.				
		Choose and use appropriate units, estimate and measure.				
	Begin to talk about the task and explain what went well and what needs to be done differently.	Talk about the task and explain what went well and what needs to be done differently.	Reflect on strategies chosen and make suggestions on how to improve performance.	Make judgements on performance and discuss collaboratively strategy changes needed to overcome new situations.	Make judgements on performance and discuss collaboratively strategy changes needed to overcome new situations.	Confidently evaluate performance and discuss strategy changes needed to overcome new situations.
<b>OUTDOOR ADVENTUROUS ACTIVITIES - Orienteering</b>						
			Identify where they are using simple plans and diagrams of familiar environments.	Use maps and diagrams to orientate themselves accurately and to travel around a simple course at increasing speed.	Use maps to plan the quickest and most efficient routes when orienteering	Evaluate the quickest and most efficient routes when orienteering.
			Use simple plans and diagrams to assist them following a short trail and go from one place to another.			
					Develop and refine orienteering skills when working in pairs.	Further develop and refine orienteering skills when working in groups to include more challenging routes, plans and grid references.
					Adapt skills and understanding when moving from familiar to unfamiliar surroundings.	Adapt skills and understanding quickly and efficiently when moving from familiar to unfamiliar surroundings.
<b>KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH</b>						
Recognise the importance of keeping healthy.	Talk about how to exercise safely and how bodies feel during activities.	Understand how to exercise safely and describe how bodies feel during various activities.	Begin to understand the importance of warming-up and why physical activity is important for good health.	Give reasons why it is important to warm-up before exercise and why physical activity is good for health.	Explain and apply basic safety principles in preparing for exercise.	Explain why regular safe exercise is good for general fitness, health and well-being.
Recognise the changes that happen to their bodies when active e.g., increased heart beats.						
Begin to understand why it is important to complete a warm-up and cool down activity when exercising.	Begin to understand why it is important to complete a warm-up and cool down activity when exercising.	Understand why it is important to complete a warm-up and cool down activity when exercising.	Understand the importance of a warm-up and cool down activity when exercising.	Begin to explain why it is important to complete a warm-up and cool down activity when exercising.	Explain why it is important to cool down the body after exercise – effect upon the muscles, reduction in the risk of injury.	Understand and develop warm-up and cool down exercises in ways that suit the activity.
<b>EVALUATING AND IMPROVING</b>						
Talk about what worked well and what would change it next time	Describe and comment on their own and others' actions.	Talk about differences between their own and others' performances and suggest improvements.	Talk about similarities to and differences from the work of others.	See how own work is similar and different to and from the work of others.	Compare and comment on skills, techniques and ideas used in own and others' work	Analyse and comment on skills techniques and ideas and how these are applied in their own and others' work.
			As group, use similarities and differences to improve performance	Use similarities and differences to improve own performance.	Use this understanding to improve performance.	Modify and refine skills and techniques to improve their performance.

## SWIMMING

**The aim of the swimming framework is to ensure that each swimmer feels comfortable at their stage of development, ensuring that the correct progression can be made whilst completing the swimmer pathway. Each stage focuses on entry and exit into the water, buoyancy and balance, rotation and orientation, streamlining, aquatic breathing, travel and co-ordination, water safety and health and fitness.**

**This skills progression document follows the ASA framework - it is not year group specific.**

**Higher ability pupils will move onto to follow the ASA aquatic skills framework, Levels 8-10.**

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6	STAGE 7
<p><b>Aim: To develop confidence and introduce movement in the water for a distance of 5 metres with/without aids, equipment or support.</b></p> <p>To complete Stage 1 of the pathway participants will be able to complete in comfort the following skills (with or without aids, equipment or support):</p> <ul style="list-style-type: none"> <li>• Enter the water safely</li> <li>• Move forward for a distance of 5 metres</li> <li>• Move backwards for a distance of 5 metres</li> <li>• Move sideways for a distance of 5 metres</li> <li>• Scoop the water and wash the face</li> <li>• Be at ease with water showered from overhead</li> <li>• Move into a stretched floating position using aids, equipment or support</li> <li>• Regain an upright position from on the back with support</li> <li>• Push &amp; glide in a horizontal position to or from a wall</li> <li>• Take part in a teacher lead partner orientated game</li> <li>• Demonstrate an understanding of pool rules.</li> <li>• Exit the water safely</li> </ul>	<p><b>Aim: To develop further water confidence to travel 5 metres on the front or back with or without aids, equipment or support.</b></p> <p>To complete Stage 2 of the pathway participants will be able to complete in comfort the following skills (with or without aids, equipment or support):</p> <ul style="list-style-type: none"> <li>• Jump in from poolside safely</li> <li>• Blow bubbles a minimum of 3 times rhythmically with nose and mouth submerged</li> <li>• Regain an upright position from the back without support</li> <li>• Regain an upright position from the front without support</li> <li>• Push from wall &amp; glide on the back</li> <li>• Push from wall &amp; glide on the front</li> <li>• Travel on the front for 5 metres, aids or equipment may be used</li> <li>• Travel on the back for 5 metres, aids or equipment may be used</li> <li>• Perform a rotation from the front to back to gain an upright position</li> <li>• Perform a rotation from the back to the front to gain an upright position</li> </ul>	<p><b>Aim: To develop confidence in travelling through the water without support for 10 metres on the front and back.</b></p> <p>To complete Stage 3 of the pathway participants will be able to complete in comfort the following skills (without support):</p> <ul style="list-style-type: none"> <li>• Jump in from the poolside and submerge</li> <li>• Sink, push away from the wall on side and maintain a streamlined position</li> <li>• Push &amp; glide on the front with arms extended and log roll onto the back</li> <li>• Travel on the front, tuck to rotate around the horizontal axis to return on the back</li> <li>• Fully submerge to pick up an object</li> <li>• Answer correctly 3 questions on the Water Safety Code</li> <li>• Travel 10 metres on the back</li> <li>• Travel 10 metres on the front</li> </ul>	<p><b>Aim: To develop stroke technique on the front and back working towards swimming 10 metres to the ASA Expected Standards on one stroke.</b></p> <p>To complete Stage 4, participants will be able to achieve in comfort the following skills:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of buoyancy</li> <li>• Perform a tuck float for 5 seconds</li> <li>• Perform a sequence of changing shapes(min 3) while floating on the surface</li> <li>• Push &amp; glide from the wall to the pool floor</li> <li>• Kick 10 metres Backstroke</li> <li>• Kick 10 metres Front crawl</li> <li>• Kick 10 metres Butterfly</li> <li>• Kick 10 metres Breaststroke on the front</li> <li>• Kick 10 metres Breaststroke on the back Perform on the back a headfirst sculling action for 5 metres in a horizontal position</li> <li>• Travel on back and roll in one continuous movement onto front</li> <li>• Travel on front and roll in one continuous movement onto back</li> <li>• Swim 10 metres, own choice to ASA Expected Standards</li> </ul>	<p><b>Aim: To develop technique of Front crawl, Backstroke, Breaststroke and Butterfly, working towards swimming 10 metres to ASA Expected Standards on all four strokes.</b></p> <p>To complete Stage 5, participants will be able to achieve in comfort, the following skills:</p> <ul style="list-style-type: none"> <li>• Perform a horizontal stationary scull on the back</li> <li>• Perform a feet first sculling action for 5 metres whilst horizontal on the back</li> <li>• Perform a sculling sequence with a partner for 30-45 seconds to include a rotation</li> <li>• Tread water for 30 seconds</li> <li>• Perform 3 different shaped jumps into deep water</li> <li>• Swim 10 metres Backstroke to ASA Expected Standards</li> <li>• Swim 10 metres Front crawl to ASA Expected Standards</li> <li>• Swim 10 metres Breaststroke to ASA Expected Standards</li> <li>• Swim 10 metres Butterfly to ASA Expected Standards</li> <li>• Perform a handstand and hold for a minimum of 3 seconds</li> <li>• Demonstrate an action for getting help</li> </ul>	<p><b>Aim: To develop technique of Front crawl, Backstroke, Breaststroke &amp; Butterfly working towards swimming 25 metres to ASA Expected Standards on all four strokes.</b></p> <p>To complete Stage 6 participants will be able to achieve in comfort, the following skills:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of preparation for exercise</li> <li>• Sink, push off on side from the wall, glide, kick and rotate into Backstroke</li> <li>• Sink, push off on side from the wall, glide, kick and rotate into Front crawl</li> <li>• Swim 10 metres with clothes on</li> <li>• Swim Front crawl to ASA Expected Standards to include at least six rhythmical breaths</li> <li>• Swim Breaststroke to ASA Expected Standards to include at least six rhythmical breaths</li> <li>• Swim Butterfly to ASA Expected Standards to include at least three rhythmical breaths</li> <li>• Swim 25 metres, choice of stroke to ASA Expected Standards</li> <li>• Perform a 'Shout &amp; Signal' rescue Perform a surface dive</li> <li>• Exit the water without using the steps</li> </ul>	<p><b>Aim: To develop stroke technique on Front crawl, Backstroke, Breaststroke &amp; Butterfly, working towards swimming 25 metres to ASA Expected Standards on all four strokes.</b></p> <p>To complete Stage 7, participants will be able to achieve in comfort, the following skills:</p> <ul style="list-style-type: none"> <li>• Swim 25 metres Backstroke to ASA Expected Standards</li> <li>• Swim 25 metres Front crawl to ASA Expected Standards</li> <li>• Swim 25 metres Breaststroke to ASA Expected Standards</li> <li>• Swim 25 metres Butterfly to ASA Expected Standards</li> <li>• Perform a movement sequence of 1 minute duration, in a group of 3 or more, incorporating a number of the following skills: <ul style="list-style-type: none"> <li>• Sculling –headfirst, feet first; rotation – forward/backward somersault, log roll; floating – star on the front/back, tuck float, create own:</li> <li>• Eggbeater – moving, lifting one or both arms out of the water, link skills with strokes and sculls</li> </ul> </li> <li>• Perform a sitting dive</li> <li>• Swim 50 metres continuously using one stroke to ASA Expected Standards</li> <li>• Swim 200 metres using a minimum of 3 different strokes to ASA Expected Standards</li> <li>• Tread water using eggbeater action for 30 seconds</li> <li>• Complete an obstacle course (using minimum of 4 objects) with feet off the bottom throughout</li> </ul>