



**Curriculum Content for Physical Education**

**Aims and Vision:** Our PE curriculum aims to ensure that all pupils participate in a range of physical activities to develop their competence and activity levels; engagement in competitive sport and to encourage leading healthy, active lives. The school PE curriculum includes a wide variety of physical activities: team games, individual games, gymnastics, dance, athletics, problem solving and swimming. Through these, we aim to develop pupils' enjoyment of physical activity and recognition of their success as they develop their physical skills alongside the skills of communication, collaboration and competition.

| <b>Prior Learning</b> | <b>Skills</b>   | <b>Knowledge (Key facts for recall)</b>   |
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| <b>End of KS1.</b>    | 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.<br>Participate in team games, developing simple tactics for attacking and defending.<br>Perform dances using simple movement patterns. | 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.<br>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>Year 3 Topics/ Context</b> | <b>Skills</b>  | <b>Knowledge (Key facts for recall)</b>   | <b>Vocabulary to be learnt</b>   |
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| Dance                         | Attempt to perform with a sense of dynamics.<br>Attempt short pieces of improvised dance in response to structure/theme of the dance.<br>Create motifs (gestures, movements, phrases) through a thematic approach.<br>Respond to different stimuli to add drama & emotion.<br>Extend sequences with a partner.<br>Perform with expression, timing & rhythm and increasing control. | What a dance structure is.<br>Describe using appropriate language & features of dances performed by others.<br>Different floor patterns/pathways that can be made.  | Twist, turn, rhythm, step, music, beat, stretch, levels, fast, slow, direction, huddle, group, mood, feeling, musicality, emotions, expression, improvisation, rehearse, dynamics, partner work, floor patterns, shape, angular, energetic, strong, mirroring. |
| Gymnastics                    | Perform sequences with contrasting actions.<br>Show strength & flexibility to shapes & actions being performed.<br>Develop body management over a range of floor exercises.<br>Remember, repeat & adapt sequences (to include apparatus).  | Modify actions independently using different pathways, directions & shapes.<br>Identify similarities & differences in sequences.<br>Remember & repeat sequences.<br>Comment on others gymnastics sequences describing what they did well.<br>Suggest how developing strength & flexibility helps in maintaining a healthy active lifestyle. | Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different.   |
| Games                         | Apply simple tactics to choose where to hit the ball.<br>Strike a ball with some consistency.  | Adhere to basic rules.<br>Explain how fielders work together to restrict batters.   | Batting, fielding, bowling, bat, ball, boundary, run, batsman,   |

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| Striking & Fielding | <p>Develop skills to use in isolation &amp; in competitive play e.g. throwing, catching &amp; bowling.</p> <p>Play in simplified games.</p> <p>Bowl accurately.</p> <p>Show ready position to catch a ball.</p> <p>Strike a stationary ball (off a tee) with some consistency.</p> <p>Strike a bowled ball with some consistency.</p> <p>Field as a team to return the ball to the bowler/base effectively.</p> | <p>Identify how to improve own &amp; others work &amp; be tactful.</p>   | <p>bowler, field, innings, no-ball, batting box, backstop, rounders</p>   |
| Net/Wall            | <p>Serve to begin a game.</p> <p>Play a continuous game using throwing &amp; catching or some simple hitting.</p> <p>Play within boundaries.</p> <p>Use a small range of basic racquet skills.</p> <p>Move towards a ball to return over a line/net.</p> <p>Play over a net.</p>  | <p>To know the difference between back and forehand.</p> <p>To know how to hold the racquet correctly.</p> <p>Keep count/score of a game.</p> <p>Can discuss different types of shots that may be used in a variety of situations.</p> <p>Work with a partner to play in a doubles game.</p> | <p>Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, grip, strings, frame</p>   |
| Invasion            | <p>Send &amp; receive a ball with some consistency to keep possession.</p> <p>Sometimes move into space to receive the ball.</p> <p>Use recognised passes in isolation e.g. chest pass in netball or kicking using inside of foot for football/stick for hockey.</p> <p>Shoot at goal using appropriate skills e.g. set shot in basketball.</p>   | <p>Recognise when you need to defend.</p> <p>Employ tactics to put pressure on opponents.</p> <p>Play using basic rules of recognised game e.g. hockey</p> <p>Work as part of a team to attack towards a goal.</p>   | <p>Control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept, touch, possession, mark, dodge, footwork, change of direction, tactics, zones, intercept, sidestep, send, release, safe</p> |
| Athletics           | <p>Link running &amp; jumping activities with some fluency &amp; consistency.</p> <p>Control movements &amp; body actions in response to specific instructions.</p> <p>Jump for height &amp; distance with control and balance.</p> <p>Run at different speeds according to event &amp; instructions.</p> <p>Throw a variety of objects using different recognised throws.</p>                                  | <p>Take part in basic scoring events.</p> <p>Compete with others &amp; record points.</p> <p>Run as part of a relay team.</p> <p>Identify how to improve own &amp; others work &amp; be tactful.</p>   | <p>Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce.</p>   |
| OAA                 | <p>Perform competitively and fairly to implement rules.</p> <p>Work with others to solve problems.</p> <p>Create &amp; apply simple tactics.</p> <p>Develop some leadership skills.</p> <p>Create defending &amp; attacking tactics as part of a team.</p> <p>Uses a map to follow a route &amp; locate points.</p>   | <p>To work with others to solve problems.</p> <p>To describe their work and use different strategies to solve problems.</p> <p>To lead others and be led.</p> <p>To collaborate effectively.</p> <p>Understands the importance of motivation for a team.</p>                                 | <p>Maps, diagrams, symbols, orienteering, challenges, problem-solving, lead, follow, plan, trust</p>  |

| Year 4 Topics/ Context   | Skills   | Knowledge (Key facts for recall)  | Vocabulary to be learnt   |
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| Dance  | <p>Practise, refine, repeat &amp; remember short dance phrases.</p> <p>Perform with consistency of expression, timing, rhythm and style.</p> <p>Dance using a variety of formations confidently.</p> <p>Show self-control and maturity to perform a partner/group work.</p> <p>Responds to stimuli to add drama and emotion.</p> <p>Create motifs (gestures, movements, phrases) to express a character/theme.</p> <p>Build sequences to perform in unison.</p>  | <p>Respond sensitively to others work.</p> <p>Work to include freeze frames in routines.</p> <p>Practise and perform a variety of different formations in dance.</p> <p>Develop a dance to perform as a group with a set starting position.</p> <p>Describe features of a dance performed by themselves and others using appropriate vocabulary.</p>  | <p>Dance, turn, rhythm, stretch, levels, fast, slow, direction, huddle, mood, feeling, emotions, expression, improvisation, rehearse, formation, freeze frames, contact, dynamics, communicate, character, focus, floor pattern, speed, size, direction, background, facing.</p>  |
| Gymnastics   | <p>Apply a broader range of more challenging skills executed with precision.</p> <p>Perform actions such as balance, body shapes &amp; flight with control.</p> <p>Develop an increased range of body actions &amp; shapes to use in longer, more complex sequences.</p> <p>Identify how body strength improves the quality of shapes &amp; actions.</p> <p>Show smooth transitions &amp; flow in sequences.</p> <p>Adapt actions &amp; sequences to work with partners &amp; small groups.</p> <p>At key points, compare their performances to previous ones.</p>   | <p>To become increasingly competent and confident to perform skills more consistently.</p> <p>Able to perform in time with a partner and group.</p> <p>Use compositional ideas in sequences such as changes in height, speed and direction.</p> <p>Comment on their own &amp; others work using appropriate vocabulary.</p>   | <p>Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, power, control, group, similar, different, direction, speed, partner, actions.</p>  |
| <p>Games Striking &amp; Fielding</p> <p>Net/Wall</p> <p>Invasion</p> | <p>Apply speed &amp; decision-making to run safely between scoring markers e.g. stumps/posts.</p> <p>Play confidently in a variety of roles such as fielder, bowler, backstop.</p> <p>Track &amp; intercept the ball along the ground sometimes collecting with 1 hand.</p> <p>Bowl a recognised action with some consistency.</p> <p>Explore shots on both sides of the body &amp; attempt with confidence.</p> <p>Use a small range of racquet/hand skills.</p> <p>Use basic defensive tactics to defend the court i.e. moving to different positions on the court.</p> <p>Send &amp; receive the ball with accuracy, controlling to score points/goals.</p> <p>Keep possession of the ball as an individual using skills such as dribbling &amp; running with the ball.</p> <p>Plays using marking techniques &amp; tactics to perform defensively.</p> <p>Show speed &amp; endurance in a game situation.</p> <p>Move into space to help others &amp; the ball over longer distances.</p> <p>Work as part of a team to attack &amp; score in a defined area.</p> | <p>Choose where to direct a hit from a bowled ball.</p> <p>Use &amp; apply basic rules of the game.</p> <p>To develop the range of skills that can apply in a competitive context.</p> <p>Choose and use a range of simple tactics in isolation and a game context.</p> <p>Identify different positions and the roles of those positions.</p> <p>Choose ways to send the ball to make it difficult for opponent to return.</p> <p>How to keep score in a game.</p> <p>Play competitively with others &amp; against others in modified games.</p> <p>To develop tactics and apply them in competitive situations.</p> <p>To increase speed and endurance during game play.</p> <p>Use &amp; apply the basic rules of the game.</p> | <p>Batting, fielding, bowling, bat, ball, boundary, run, batsman, bowler, field, innings, strike, cross, shot, forward, backward (backstop).</p> <p>Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, boundary.</p> <p>Control, use space, defend, attack, dribble, pass, push, tactics, compete, collaborate, foul, teamwork, score, shoot, footwork, intercept, opposition.</p> |
| Athletics  | <p>Decide on ways to improve, run, jumps and throws and implement changes.</p>   | <p>Score and record distance and times accurately.</p> <p>Compare their own performance with previous performance.</p>  | <p>Run, jump, throw agility, power, speed, track, force, distance, curve, accelerate,</p>   |

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|     | <p>Show differences between sprinting and running speeds over a variety of distances.</p> <p>Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone.</p> <p>Perform a range of jumps with consistency.</p> <p>Compete in running, jumping and throwing activities.</p> <p>Develop control in baton exchange and analyse as a team how to improve handover.</p> |   | <p>hurdles, foam javelins, vortex howler, bounce.</p>                 |
| OAA | <p>Work independently from the teacher.</p> <p>Use equipment effectively.</p> <p>Listen attentively.</p> <p>Develop different ways to communicate to create simple tactics.</p> <p>Develop some leadership and motivational skills.</p> <p>Create simple attacking and defending tactics as part of a team.</p> <p>Use a map to follow a given route and locate points.</p>                    | <p>Identify the relevance of any equipment used.</p> <p>Identify what they do well and suggest what they could do to improve.</p> <p>Collaborate to develop different ways to communicate to create simple tactics.</p> <p>Plan &amp; refine strategies to solve problems</p> | <p>Challenges, problem-solving, lead, follow, plan, trust, solve.</p> |

| Year 5 Topics/ Context    | Skills   | Knowledge (Key facts for recall)   | Vocabulary to be learnt  |
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| Dance                     | <p>Respond creatively and dynamically to different stimuli.</p> <p>Create and use compositional ideas e.g. pathways, step patterns &amp; unison.</p> <p>Perform different style of dance clearly &amp; fluently.</p> <p>Refines, improves and adapts phrases of movement for use of space, rhythm and expression.</p> <p>Incorporate levels &amp; flight into movement patterns &amp; dances.</p>  | <p>Confidently participate in dances.</p> <p>Work collaboratively in groups or with a partner to compose simple dances</p> <p>Recognise and comment on dances suggesting ideas for improvement</p> <p>Peer assess in relation to presence, timing, rhythm and character.</p>   | <p>Dance, stretch, levels, mood, feeling, emotions, expression, improvisation, rehearse, director, choreographer, slide, formation, floor patterns, steps, dance style. Performance quality, dynamics, formations, assemblé, jump, fall, travel, turn, gesture, stillness.</p> |
| Gymnastics                | <p>Follow, copy &amp; repeat others actions.</p> <p>Make a dynamic sequence with contrasting shapes, actions &amp; balances demonstrating smooth transitions.</p> <p>Attempt to perform more skills in isolation such as round-off.</p> <p>Remember &amp; repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls.</p> <p>Work responsibly in trust exercises &amp; when counterbalancing.</p> <p>Develop symmetry individually, as a pair and in a small group.</p> <p>Take the lead in a group when preparing a sequence.</p> | <p>Explain the significance of a warm up &amp; how it relates to gymnastics activity.</p> <p>Create longer and more complex sequences and adapt performances.</p> <p>Compare performances and judge strengths and areas for improvement.</p> <p>Select a component for improvement. For example—timing or flow.</p>  | <p>Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, asymmetrical.</p>  |
| Games Striking & Fielding | <p>Choose where to hit the ball to maximise scoring.</p> <p>Use a variety of shots in isolation &amp; in a game situation.</p> <p>Throw with accuracy &amp; consistency over short distances.</p> <p>Track flight of the ball to increase catching success.</p> <p>Begin to employ specific bowling techniques such as over-arm in cricket.</p> <p>Play using a range of simple tactics.</p>   | <p>Recognise where increased flexibility &amp; power is an advantage in striking &amp; fielding the ball.</p> <p>Link together a range of skills and use in combination.</p> <p>Collaborate with a team to choose, use and adapt rules in games.</p> <p>Work with others to score &amp; restrict runs/rounders.</p> <p>Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance.</p> <p>Use &amp; apply basic rules of the game fairly &amp; consistently.</p> | <p>Stance, bowling, bat, wicket, stumps, crease, boundary, batsman, bowler, wicketkeeper, bail, field, innings, strike, cross, four, six, single, over, balls, shot, forward, defensive, offensive, stance, backstop, rounder, half-rounder.</p>                               |
| Net/Wall                  | <p>Play a range of basic shots on both sides of the body, move feet to hit the ball at the most appropriate point.</p> <p>Play modified game with confidence sending &amp; returning a ball (can be with differentiated equipment).</p> <p>Apply some control when returning the ball including foot placement, shot selection &amp; aim.</p> <p>Apply new shots into game situations.</p> <p>Demonstrate a variety of service shots in isolation &amp; some game play.</p>  | <p>Recognise where they should stand on the court when playing on their own &amp; others.</p> <p>Play with others to score and defend points in competitive games.</p> <p>Suggest warm-ups that prepare the body appropriately for net/wall activities.</p>  | <p>Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready, volley, overhead, singles, doubles.</p>  |
| Invasion                  | <p>Able to combine basic skills such as dribbling &amp; passing.</p> <p>Select &amp; apply skills in game situations with some consistency e.g. dodging, pivoting, dribbling &amp; running with the ball.</p> <p>Move the ball over longer distances accurately, demonstrating power.</p> <p>Play in different positions with some success.</p>  | <p>Play in formations &amp; execute 'set plays' in game situations.</p> <p>Explain the need for different tactics &amp; attempt these in games.</p> <p>Know &amp; apply the rules consistently in game situations.</p> <p>Use appropriate vocabulary to explain attacking &amp; defensive play.</p> <p>Use learned skills to maintain possession during a game.</p>  | <p>Control, use space, defend, attack, dribble, pass, push, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, foul, free pass, block, steps,</p>  |

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|           | Where appropriate, mark goal side.   |  | double fault, offensive foul, free throw, chest pass, footwork, pivot.   |
| Athletics | Sustain pace over short and longer distances such as running 100m and running for 2 minutes.<br>Perform a range of jumps in different activities.<br>Run as part of a relay team working at their maximum speed.<br>Demonstrate a range of throwing actions using different equipment with some consistency & control. | Identify how they can change an activity by using the STEP principle.<br>Distinguish between good & poor performances & suggest ways to improve self & others.<br>Compare own performance with previous ones & demonstrate improvement to achieve personal best. | Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, relay, baton, safety, rules, targets, record, set, take over, pass. |
| OAA       | Remain focused for sustained periods of time whilst completing tasks.<br>Solve problems in set tasks.<br>Collaborate & communicate to create simple tactics.<br>Lead a team with success and be led.<br>Use the key of a map or plan to navigate correctly.<br>Orientate a map & locate points in a set order.         | How to communicate effectively in activities.<br>Clear communication, collaboration & motivation are important for success.  | Challenges, problem-solving, lead, challenge, plan, trust, solve, team, design, instructions, extend, decipher, individual.  |

| Year 6 Topics/<br>Context   | Skills  | Knowledge (Key facts for recall)  | Vocabulary to be learnt  |
|---|---|---|--|
| Dance   | <p>Warm-up &amp; cool down independently.</p> <p>Work creatively &amp; imaginatively on their own, in pairs &amp; groups to create dances.</p> <p>Work collaboratively to include more complex compositional ideas</p> <p>Use recognised dance actions &amp; adapt to create motifs &amp; movement patterns.</p> <p>Communicate the artistic intention of a dance clearly, fluently, musically &amp; with control.</p> <p>Interpret different stimuli with imagination &amp; flair.</p> <p>Practise, refine coordination skills through activities such as live music/freeze frame.</p> <p>Use facial expression to communicate emotion &amp; further a narrative.</p> <p>Perform confidently with expression, control, timing &amp; dynamics whilst maintaining character.</p> | <p>Identify in others &amp; self where good performance qualities are achieved.</p> <p>Talk about different styles of dance with understanding, using appropriate language &amp; terminology.</p> <p>When working in pairs/groups take the lead suggesting ideas &amp; refining actions of others.</p> <p>Evaluate their own &amp; others' performance &amp; suggests improvements.</p>   | <p>Motif, phrase, street dance, hop step, slide, repeat, beat, jump, composition, collaborate, formations, rebound, expression, gesture, dynamics, jive, canon, unison.</p>  |
| Gymnastics  | <p>Create &amp; perform increasingly complex sequences.</p> <p>Combine own ideas with others to build sequences</p> <p>Compose &amp; practise actions &amp; relate to music.</p> <p>Experience flight on &amp; off apparatus.</p> <p>Show clarity, fluency, accuracy &amp; consistency in their movements.</p> <p>Work independently and in small groups to make up own sequences.</p> <p>Practise, repeat &amp; refine movements.</p> <p>Show a desire to improve competency across a broad range of gymnastics actions.</p>   | <p>Lead group warm-up showing understanding of the need for strength and flexibility.</p> <p>Arrange own apparatus to enhance work and vary compositional ideas.</p> <p>Identify their strengths &amp; weaknesses &amp; compose a sequence to the best of their ability.</p>  | <p>Flight, vault, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, actions, half lever, box splits, bridge, broad jump, splits, dish, arch, bounce.</p>  |
| Games<br>Striking &<br>Fielding<br><br><br><br><br><br><br><br><br><br>Net/Wall | <p>Strike a bowled ball &amp; attempt a small range of shots.</p> <p>Attempt to track &amp; catch high balls in isolation &amp; game play.</p> <p>Demonstrate control &amp; consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting.</p> <p>Play within small-sided games using standard field/pitch layout e.g. boundaries, posts, bowling areas.</p> <p>Use forehand &amp; backhand shots in isolation.</p> <p>Use a range of shots with more confidence in games.</p> <p>Start games with an appropriate serve.</p> <p>Begin to use full scoring systems.</p> <p>Develop doubles play, further implement basic positioning tactics for team play e.g. volleyball, tennis.</p>   | <p>Apply with consistency standard rules of (modified) games.</p> <p>Use a range of tactics for attacking &amp; defending in the role of bowler, batter and fielder.</p> <p>In rounders use the correctly the rules for running round bases.</p> <p>Work collaboratively in teams to compete against themselves &amp; others.</p> <p>Make appropriate choices in games about best shot to use.</p> <p>Apply tactics in games effectively.</p> <p>Use speaking &amp; listening skills to umpire &amp; play with peers without dispute.</p> | <p>Tactics, shots, bowling, wicket, stumps, crease, boundary, stance, innings, strike, cross, four, six, single, over, balls, shot, forward, defensive, offensive, wide, no ball, box, batsman, bowler, backstop, field, strike, cross, rounder, half-rounder, predict, place, select.</p> <p>Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready, volley, overhead, singles, doubles.</p> |

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| Invasion  | <p>Use &amp; apply boundary rules such as corners, self-pass &amp; sideline in relevant games.</p> <p>Build upon set plays such as in tag rugby, some suggest improvements to play.</p> <p>Use a variety of techniques for passing, controlling, dribbling &amp; shooting the ball in games.</p> <p>Play in a variety of positions (attacking &amp; defensive).</p> <p>Consistently catch/stop &amp; control a ball.</p> <p>Able to track &amp; control a rebound from shot (penalty or open play).</p> <p>Work collaboratively in a team to play &amp; keep possession of the ball.</p> | <p>Choose &amp; implement a range of strategies to attack &amp; defend such as restricting attackers' space or goal side marking.</p> <p>Suggest, plan &amp; lead a warm-up drill &amp; use STEP technique to modify.</p> <p>Make quicker decisions in games (on &amp; off the ball).</p> | <p>Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, pivot, blocking, passing, running, backwards, tag, straight, space, teamwork, try-area, retain, contest, possession, pressure, support, defend, dribble, pass, push, , positions, power, distance, perform, consistent, fair play, tackle, covering.</p> |
| Athletics | <p>Apply strength and flexibility to a broad range of throwing, running and jumping activities.</p> <p>Demonstrate accuracy &amp; good technique when throwing for distance.</p> <p>Show good technique &amp; control for jumping activities.</p> <p>Use appropriate pace for different running distances.</p> <p>Work in collaboration and demonstrate improvement when working with self and others.</p>   | <p>Recognise their success.</p> <p>Accurately and confidently judge across a variety of activities.</p> <p>Record accurately, scores given in a variety of events.</p>  | <p>Run, jump, throw, agility, power, speed, track, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, relay, baton, safety, rules, targets, record, set, take over, pass, strength, judge, trajectory.</p>   |
| OAA       | <p>Use written description to identify objects.</p> <p>Refine &amp; adapt ideas in a group task.</p> <p>Use information to complete tasks and work collaboratively.</p> <p>Able to lead a team effectively and be led.</p> <p>Develop a variety of ways to communicate &amp; motivate successfully.</p> <p>Collaborate &amp; communicate to create attacking &amp; defending tactics.</p> <p>Orientate a map, locating points in set order in a set time.</p>  | <p>Follow instructions accurately.</p> <p>Take responsibility for a role in a task.</p> <p>Use knowledge of games in PE to suggest adaptations &amp; variations to games/activities.</p> <p>Work as a team to create simple tactics.</p>  | <p>Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem-solving, lead, follow, plan, trust, solve, team, design, instructions, extend.</p>  |

| Yrs 5 & 6<br>Topics/<br>Context | Skills  | Knowledge (Key facts for recall)   | Vocabulary to be learnt   |
|---------------------------------|---|--|---|
| <u>Swimming Beginners</u>       | <p>Float &amp; regain to standing position confidently.</p> <p>Push &amp; glide &amp; transition from glide to stroke.</p> <p>Attempt sculling &amp; use to propel themselves.</p> <p>Apply basic arm &amp; leg action.</p> <p>Swim short distances unaided between 5 &amp; 20 metres using one consistent stroke.</p> <p>Propel themselves over longer distances with the assistance of swimming aids.</p> <p>Move with more confidence in the water including submerging themselves fully.</p> <p>Enter and exit the water independently.</p>                                     | <p>How to use arms and legs to propel.</p> <p>How to regain a standing position.</p> <p>How to enter the pool safely.</p>                          | <p>Swim, kick, front, back, arms, legs, breath, splash, jump, bounce, face in the water, armbands, noodle/woggle, floats, support, float, sculling.</p> |
| <u>Intermediate</u>             | <p>Use basic swimming techniques including correct arm &amp; leg action.</p> <p>Explore basic breathing patterns.</p> <p>Submerge, sink, roll &amp; rotate under water.</p> <p>Attempt a surface dive.</p> <p>Swim over greater distances, between 10 &amp; 25 metres with confidence in shallow water.</p> <p>Begin to use basic swimming techniques including correct arm and leg action.</p> <p>Use basic breathing patterns.</p> <p>Enter and exit the water in a variety of ways.</p> <p>Take part in problem-solving activities such as group floats and team challenges.</p> | <p>Different ways to enter the pool safely.</p> <p>Correct arm and leg action for front and back crawl.</p> <p>Body position for surface dive.</p> | <p>Rotate, submerge, sink, breaststroke, front crawl, backstroke, glide, surface dive, jump, on top of the water, underwater.</p>                       |
| <u>Advanced</u>                 | <p>Bring control &amp; fluency in recognised strokes.</p> <p>Use good breathing techniques.</p> <p>Link lengths together with turns and attempt tumble turn in isolation and during a stroke.</p> <p>Use personal survival techniques as an individual &amp; a group.</p> <p>Perform a surface dive.</p> <p>Work up to a crouching dive.</p> <p>Swim competently, confidently &amp; proficiently over a distance of at least 25 metres.</p>   | <p>How to link lengths together.</p> <p>Suggest ways they can improve.</p> <p>Know survival techniques to help themselves &amp; others.</p>        | <p>Propel, dive, surface, breath, support, float, sculling, stroke, pull, push, metres, distance, compete, improve, challenge, personal survival.</p>   |

| End of KS2<br>Topics/<br>Context | Skills   | Knowledge (Key facts for recall)   |
|----------------------------------|--|--|
| End of KS2.                      | <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>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.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swim 25m.</p> | <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>They should know and understand that physical activity is part of a healthy lifestyle.</p> |