Ladygrove Primary School – **PE Progression of Knowledge and Skills for PE**

	EYFS		Key stage 1		Key Stage 2			
	Fundamentals (Underpins all Physical Education and can be used alongside lessons as starters or interventions)							
	Nursery	Reception	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
Knowledge	**Running:** I know that I use big steps to run and small steps to stop. I Know that moving into space away from others helps to keep me safe. **Balancing:** I know that I can hold my arms out to help me to balance. I know how to use the climbing frame. **Jumping:** I know that bending my knees will help me to land safely. **Hopping:** I understand that I use one foot to hop. I know how to stand on one foot for a count of 3 seconds **Skipping:** I know that if I hop then step that will help me to skip. I know how to skip around an area.	**Running:** I know that I use big steps to run and small steps to stop. I Know that moving into space away from others helps to keep me safe. **Balancing:** I know that I can hold my arms out to help me to balance. **Jumping:** I know that bending my knees will help me to land safely. **Hopping:** I understand that I use one foot to hop. **Skipping:** I know that if I hop then step that will help me to skip.	**Running:** I understand that bending my knees will help me to change direction. I understand that if I swing my arms it will help me to run faster. **Balancing:** I know that looking ahead will help me to balance. I know that landing on my feet helps me to balance. **Jumping:** I know that landing on the balls of my feet helps me to land with control. **Hopping:** I know that I should hop with a soft bent knee. **Skipping:** I know that I should use the opposite arm to leg when I skip. I know that jumping on the balls of my feet	**Running:** I know that putting weight into the front of my feet helps me to stop in a balanced position. I know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. **Balancing:** I understand that squeezing my muscles helps me to balance. **Jumping:** I know that swinging my arms forwards will help me to jump further. **Hopping:** I know that if I look straight ahead it will stop me falling over when I land. **Skipping:** I know that I should swing opposite arm to leg to help me balance when skipping without a rope	**Running:** I understand that leaning slightly forwards helps to increase speed (acceleration). I know that leaning my body in the opposite direction to travel helps to slow down (deceleration). **Balancing:** I understand how balance helps us with everyday tasks. **Jumping and hopping:** I know that if I jump and land in quick succession, momentum will help me to jump further. **Skipping:** I understand that I should turn the rope from my wrists with wide hands to create a gap to step through.	**Running:** I understand that a change of direction and speed can help to get past or away from an opponent. **Balancing:** I understand that I need to squeeze different muscles to help me to stay balanced in different activities. **Jumping and hopping:** I know that swinging my non-hopping foot helps to create momentum. **Skipping:** I understand that keeping my chest up helps me to stay balanced.	**Running:** I understand that to change direction, I push off my outside foot and turn my hips. **Balancing:** I understand that balance is a skill used in many different activities and everyday life. **Jumping and hopping:** I understand that there are different techniques for different situations. **Skipping:** I understand that people will have varying levels of skipping ability and that I can get better with practice.	**Running:** I know that running develops stamina and speed and both can be improved by training over time. **Balancing:** I know that balance underpins many skills in PE and everyday life and this feels different in different situations. **Jumping and hopping:** I understand when to jump for height or jump for distance in different activities and what to do to achieve this. **Skipping:** I understand that skipping helps to develop co-ordination, stamina and balance

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			helps me to keep a consistent rhythm					
Skills	**Running:** I can explore running and stopping. I can explore changing direction safely. **Balancing:** I can explore balancing whilst stationary and on the move. **Jumping:** I can begin to explore take-off and landing safely. **Hopping:** I can explore hopping on both feet. **Skipping:** I can explore skipping as a travelling action.	**Running:** I can explore running and stopping. I can explore changing direction safely. **Balancing:** I can explore balancing whilst stationary and on the move. **Jumping:** I can begin to explore take-off and landing safely. **Hopping:** I can explore hopping on both feet. **Skipping:** I can explore skipping as a travelling action.	**Running:** I can explore changing direction and dodging. I can discover how the body moves at different speeds. **Balancing:** I can move with some control and balance. I can explore stability and landing safely. **Jumping:** I can demonstrate control in take-off and landing when jumping. **Hopping:** I can begin to explore hopping in different directions. **Skipping:** I can show co-ordination when turning a rope. Use rhythm to jump continuously.	**Running:** I can demonstrate balance when changing direction. I can clearly show different speeds when running. **Balancing:** I can demonstrate balance when performing movements. **Jumping:** I can demonstrate jumping for distance, height and in different directions. **Hopping:** I can demonstrate hopping for distance, height and in different directions. **Skipping:** I can explore single and double bounce when jumping in a rope.	**Running:** I can change direction. I can show an increase and decrease in speed. **Balancing:** I can demonstrate balance when performing other fundamental skills. **Jumping and hopping:** I can link jumping and hopping actions. **Skipping:** I can jump and turn a skipping rope.	**Running:** I can change direction quickly under pressure. I can demonstrate when and how to accelerate and decelerate. **Balancing:** I can demonstrate good balance and control when performing other fundamental skills. **Jumping and hopping:** I can link hopping and jumping actions with other fundamental skills. **Skipping:** I can consistently skip with a rope.	**Running:** I can demonstrate improved body posture and balance when changing direction. A I can accelerate and decelerate appropriately for the situation. **Balancing:** I can consistently demonstrate good balance when performing other fundamental skills. **Jumping and hopping:** I can demonstrate good technique and co-ordination when linking jumps. **Skipping:** I can show a range of skills when skipping with a rope.	**Running:** I can change direction with a fluent action. I can transition smoothly between varying speeds. **Balancing:** I can show fluency and control when travelling, landing, stopping and changing direction. **Jumping and hopping:** I can demonstrate good technique when jumping and hopping for distance and height. I understand that fluently links jumps together. **Skipping:** I can consistently show a range of skills when skipping With a rope
Invasion Games (invasion, handball, netball, basketball, football, tag rugby and hockey)								
	Nursery	Reception	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
Knowledge	**Sending & receiving:** I know to look at the target when sending	**Sending & receiving:** I know to look at the target when	**Sending & receiving:** I know to look at my partner before	**Sending & receiving:**	**Sending & receiving:** I know that pointing my hand/foot/stick	**Sending & receiving:** I know that cushioning a ball	**Sending & receiving:** I know that not having a defender	**Sending & receiving:** I understand and know how to

	a ball and watch the ball to receive it. **Dribbling:** I know that keeping the ball close will help with control. **Space:** I know that being in a space gives me room to play. **Attacking & defending:** I know that there are different roles in games. **Tactics:** I know how to make simple decisions in response to a task. **Rules:** I know that rules help us to stay safe.	sending a ball and watch the ball to receive it. **Dribbling:** I know that keeping the ball close will help with control. **Space:** I know that being in a space gives me room to play. **Attacking & defending:** I know that there are different roles in games. **Tactics:** I know how to make simple decisions in response to a task. **Rules:** I know that rules help us to stay safe.	sending the ball. **Dribbling:** I know that moving with a ball is called dribbling. **Space:** I understand that being in a good space helps us to pass the ball. **Attacking:** I know that being able to move away from a partner helps my team to pass me the ball. **Defending:** I know that staying with a partner makes it more difficult for them to receive the ball. **Tactics:** I know that tactics can help us when playing games. **Rules:** I know that rules help us to play fairly	I know to control the ball before sending it. **Dribbling:** I know that keeping my head up will help me to know where defenders are. **Space:** I know that moving into space away from defenders helps me to pass and receive a ball. **Attacking:** I know that when my team is in possession of the ball, I am an attacker and we can score. **Defending:** I know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. I Know that standing between the ball and the attacker will help me to stop them from getting the ball. **Tactics:** I understand and apply simple tactics for attack and defence. **Rules:**	to my target on release will help me to send a ball accurately. **Dribbling:** I know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. **Space:** I know that by spreading out as a team we move the defenders away from each other. **Attacking and defending:** I know my role as an attacker and defender. **Tactics:** I 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:** I know the rules of the game and begin to apply them.	will help me to control it when receiving it. **Dribbling:** I know that protecting the ball as I dribble will help me to maintain possession. **Space:** I know that moving into space will help my team keep possession and score goals. **Attacking:** I recognise when to pass and when to shoot. Defending: I know when to mark and when to attempt to win the ball. **Tactics:** I know that applying attacking tactics will help to maintain possession and score goals. I Know that applying defending tactics will help to deny space, gain possession and stop goals. **Rules:** I know and understand the rules to be able to manage our own game.	between myself and a ball carrier enables me to send & receive with better control. **Dribbling:** I know that dribbling in different directions will help to lose a defender. **Space:** I know that by moving to space even if not receiving the ball will create space for a teammate. **Tactics:** I understand the need for tactics and identify when to use them in different situations. **Rules:** I understand and apply rules in a variety of invasion games whilst playing and officiating.	make quick decisions about when, how and who to pass to. **Dribbling:** I know how to choose the appropriate skill for the situation under pressure. **Space:** I understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. **Tactics:** I know how to create and apply a tactic for a specific situation or outcome. **Rules:** I understand how to apply and use rules consistently in a variety of invasion games whilst playing and officiating.

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				I know how to score points and follow simple rules				
Skills	**Sending and receiving:** I can explore sending and receiving with my hands and feet using a variety of equipment. **Dribbling:** I can explore dropping and catching with two hands and moving a ball with my feet. **Space:** I can recognise my own space. **Attacking & defending:** I can explore changing direction and tagging games	**Sending and receiving:** I can explore sending and receiving with my hands and feet using a variety of equipment. **Dribbling:** I can explore dropping and catching with two hands and moving a ball with my feet. **Space:** I can recognise my own space. **Attacking & defending:** I can explore changing direction and tagging games	**Sending & receiving:** I can explore sending and receiving with hands and feet to a partner. **Dribbling:** I can explore dribbling with hands and feet. **Space:** I can recognise good space when playing games. **Attacking:** I can explore changing direction to move away from a partner. **Defending:** I can explore tracking and moving to stay with a partner.	**Sending & receiving:** I am beginning to develop my sending and receiving skills with increased control. **Dribbling:** I can explore dribbling with hands and feet with increasing control on the move. **Space:** I can explore moving into space away from others. **Attacking:** I am beginning to understand developing my movement into space away from defenders. **Defending:** I can explore staying close to other players to try and stop them getting the ball.	**Sending & receiving:** I can explore sending and receiving abiding by the rules of the game. **Dribbling**: I can explore dribbling the ball abiding by the rules of the game under some pressure. **Space:** I can develop using a space as a team. **Attacking:** I can develop movement skills to lose a defender. I can explore shooting actions in a range of invasion games. **Defending:** I can begin to track opponents to limit their scoring opportunities.	**sending & receiving:** I can develop passing techniques appropriate to the game with increasing success. I can catch a ball using one and two hands and receive a ball with feet/object with increasing success. **Dribbling:** I can link dribbling the ball with other actions and change direction whilst dribbling with some control. **Space:** I can begin to move into a space to help my team. **Attacking:** I can change direction to lose an opponent with some success. **Defending:** I can begin to defend one on one and begin to intercept.	**Sending & receiving:** I can develop control when sending & receiving under pressure. **Dribbling:** I can dribble with some control under pressure. **Space:** I can explore moving to create space for myself and others in a team. **Attacking:** I can use a variety of techniques to lose an opponent e.g. change of direction or speed. **Defending:** I can develop my tracking and marking with increased success. I can explore intercepting a ball using one and two hands	**Sending & receiving:** I can send & receive consistently using a range of techniques with increasing control under pressure. **Dribbling:** I can dribble consistently using a range of techniques with increasing control under pressure. **Space:** I can move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. **Attacking:** I can confidently change direction to lose an opponent **Defending:** I can use a variety of defending skills (tracking, interception, jockeying) in game situations.

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Healthy participation	I can describe a limited number of ways the body changes during exercise and physical activity. I know different ways to be healthy e.g., exercise, sleep, hygiene, diet.	I can describe a limited number of ways the body changes during exercise and physical activity. I know different ways to be healthy e.g., exercise, sleep, hygiene, diet.	I know how to carry and place equipment recognise how their body feels when still and when exercising I know that being active is good for me and that it is enjoyable	I recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely	I can recognise and describe the short-term effects of exercise on the body during different activities	I can describe how the body reacts during different types of activity and how this affects the way they perform recognise which activities help their speed, strength and stamina and know when they are important in games recognise how specific activities affect their bodies	I know and understand the basic principles of warming up and why it is important for good quality performance understand why physical activity is good for their health	I understand why warming up and cooling down are important I understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves carry out warmups safely and effectively
Net/Wall (net and wall, tennis, volleyball and badminton)								
	Nursery	Reception	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
Knowledge	**Hitting:** I know to point my hand/object at my target when hitting a ball. **Feeding and rallying:** I know to look at the target when sending a ball and watch the ball to receive it. **Footwork:** I know to use big steps to run and small steps to stop. **Tactics:** I know how to make simple decisions in response to a task. **Rules:** I know that rules help us to stay safe.	**Hitting:** I know to point my hand/object at my target when hitting a ball. **Feeding and rallying:** I know to look at the target when sending a ball and watch the ball to receive it. **Footwork:** I know to use big steps to run and small steps to stop. **Tactics:** I know how to make simple decisions in	**Hitting:** I know to use the centre of the racket for control. **Feeding:** I know to use an underarm throw to feed to a partner. **Rallying:** I know that throwing/hitting to my partner with not too much power will help them to return the ball. **Footwork:** I know that using a ready position will help me to move in any direction.	**Hitting:** I know to watch the ball as it comes towards me to help me to prepare to hit it. **Feeding:** I 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:** I know that sending the ball towards my partner will help me to keep a rally going. **Footwork:**	**Shots:** I 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:** I know that hitting towards my partner will help them to return the ball easier and keep the rally going. **Footwork:** I know that moving to the middle of my court/area will enable me to cover the most space. **Tactics:**	**Shots:** I understand when to play a forehand and a backhand and why. **Rallying:** I 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:** I know that getting my feet in the right position will help me to balance before playing a shot. **Tactics:**	**Shots:** I know which skill to choose for the situation *e.g. a volley, if the ball is close to the net*. **Serving:** I know that serving is how to start a game or rally and use the rules applied to the activity for serving. **Rallying:** I know that playing the appropriate shot will help to keep the rally going. I Know that control is more	**Shots:** I 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:** I know how to begin to apply tactics when serving *e.g. aiming to serve short on the first point and then long on the*

		response to a task. **Rules:** I know that rules help us to stay safe.	**Tactics:** I know that tactics can help us to be successful when playing games. **Rules:** I know that rules help us to play fairly.	I know that using a ready position helps me to react quickly and return/catch a ball. **Tactics:** I understand that applying simple tactics makes it difficult for my opponent. **Rules:** I know how to score points and follow simple rules	I know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space. **Rules:** I know the rules of the game and begin to apply them.	I know that applying attacking tactics will help me to score points and create space. I know that applying defending tactics will help me to deny space, return a ball and limit points. **Rules:** I know and understand the rules to be able to manage my own game.	important than power to keep a rally going. **Footwork:** I know that using small, quick steps will allow me to adjust my stance to play a shot. **Tactics:** I understand the need for tactics and identify when to use them in different situations. **Rules:** I understand and apply rules in a variety of net and wall games whilst playing and officiating.	*second point.* **Rallying:** I understand how to play different shots depending on if a rally is co-operative or competitive. **Footwork:** I 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:** I understand when to apply some tactics for attacking and/or defending. **Rules:** I understand how to apply and use rules consistently in a variety of net and wall games whilst playing and officiating
Skills	**Hitting:** I can explore hitting a ball with hands and pushing with a racket. **Feeding and rallying:** I can explore sending and tracking a ball with a partner. **Footwork:**	**Hitting:** I can explore hitting a ball with hands and pushing with a racket. **Feeding and rallying:** I can explore sending and tracking a ball with	**Hitting:** I can explore hitting a dropped ball with a racket. **Feeding:** I can throw a ball over an obstacle to land into a marked area. **Rallying:** I can explore sending a ball with	**Hitting:** I can develop hitting a dropped ball over an obstacle. **Feeding:** I can accurately underarm throw over an obstacle to a partner. **Rallying**: I can explore underarm rallying	**Shots:** I can explore returning a ball using shots such as the forehand and backhand. **Rallying:** I can explore rallying using a forehand. **Footwork:**	**Shots:** I can demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. **Rallying:** I can develop rallying using both forehand and	**Shots:** I can develop the range of shots used in a variety of games. **Serving:** I can develop the range of serving techniques appropriate to the game. **Rallying:**	**Shots:** I can demonstrate increased success and technique in a variety of shots. **Serving:** I can serve accurately and consistently. Rallying: successfully apply

	I can explore changing direction, running and stopping.	a partner. **Footwork:** I can explore changing direction, running and stopping.	hands and a racket. **Footwork:** I can use the ready position to move towards a ball.	with a partner catching after one bounce. **Footwork:** I can consistently use the ready position to move towards a ball.	I can consistently use and return to the ready position in between shots.	backhand with increased technique. **Footwork:** I can begin to use appropriate footwork patterns to move around the court	I can use a variety of shots to keep a continuous rally. **Footwork:** I can demonstrate effective footwork patterns to move around the court/area	a variety of shots to keep a continuous rally. **Footwork:** I can demonstrate a variety of footwork patterns relevant to the game I am playing.
Healthy participation	I can recognise and describe the short-term effects of exercise on the body during different activities	I can recognise and describe the short-term effects of exercise on the body during different activities	I can recognise and describe the short-term effects of exercise on the body during different activities	I can recognise and describe the short-term effects of exercise on the body during different activities	I can recognise and describe the short-term effects of exercise on the body during different activities	I can describe how the body reacts during different types of activity and how this affects the way they perform recognise which activities help their speed, strength and stamina and know when they are important in games recognise how specific activities affect their bodies	I know and understand the basic principles of warming up and why it is important for good quality performance understand why physical activity is good for their health	I understand why warming up and cooling down are important I understand why exercise is good for health, fitness and wellbeing and how to become healthier I carry out warmups safely and effectively
Striking/Fielding (striking and fielding, cricket and rounders)								
	Nursery	Reception	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
Knowledge	**Striking:** I know to point my hand at my target when striking a ball. **Fielding:** I know to scoop a ball with two hands. **Throwing and catching:** I know to point my hand at my target when throwing.	**Striking:** I know to point my hand at my target when striking a ball. **Fielding:** I know to scoop a ball with two hands. **Throwing and catching:** I know to point my hand at my target when throwing.	**Striking:** I understand that the harder I strike, the further the ball will travel. **Fielding:** I know that throwing the ball back is quicker than running with it. **Throwing:** I know which type of throw to use to	**Striking:** I understand the role of a batter. I Know that striking quickly will increase the power. **Fielding:** I understand that there are different roles within a fielding team. I Know to move towards the ball to collect it to limit a	**Striking:** I know that striking to space away from fielders will help me to score. **Fielding**: I know to look at where a batter is before deciding what to do. I Know to communicate with teammates before	**Striking:** I know that using the centre of the bat will provide the most control and accuracy. **Fielding:** I know that it easier to field a ball that is coming towards me rather than away so set up accordingly. **Throwing:**	**Striking:** I understand that stance is important to allow me to be balanced as I hit. **Fielding:** I know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding	**Striking:** I understand that the momentum and power for striking a ball comes from legs as well as arms. **Fielding:** I know which fielding action to apply for the situation. **Throwing and catching:**

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	I Know to have hands out ready to catch. **Tactics:** I know how to make simple decisions in response to a task. **Rules:** I know that rules help us to stay safe.	I Know to have hands out ready to catch. **Tactics:** I know how to make simple decisions in response to a task. **Rules:** I know that rules help us to stay safe.	throw over longer distances. **Catching:** I know to watch the ball as it comes towards me. **Tactics:** I know that tactics can help us when playing games. **Rules:** I know that rules help us to play fairly.	batter's points. **Throwing:** I know that stepping with opposite foot to throwing arm will help me to balance. **Catching:** I know to use wide fingers and pull the ball in to my chest to help me to securely catch. **Tactics:** I understand and apply simple tactics for attack (batting) and defence (fielding). **Rules:** I know how to score points and follow simple rules.	throwing them a ball. **Throwing:** I know that overarm throwing is used for long distances and underarm throwing for shorter distances. **Catching:** I know to move my feet to the ball. **Tactics:** I know that using simple tactics will help my team to achieve an outcome *e.g. we will spread out to deny space.* **Rules:** I know the rules of the game and begin to apply them.	I understand that being balanced before throwing will help to improve the accuracy of the throw. **Catching:** I know to track the ball as it is thrown to help to improve the consistency of catching. **Tactics:** I know that applying attacking tactics will help to score points and avoid getting out. I Know that applying defending tactics will help to deny space, get opponents out and limit points. **Rules:** I know and understand the rules to be able to manage our own game.	successfully. **Throwing:** I understand where to throw the ball in relation to where a batter is. **Catching:** I understand when to use a close catch technique or deep catch technique. **Tactics:** I understand the need for tactics and identify when to use them in different situations. **Rules:** I understand and apply rules in a variety of striking and fielding games whilst playing and officiating.	I know how to consistently make good decisions on who to throw to and when to throw in order to get batters out. I know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. **Tactics:** I understand and can apply some tactics in the game as a batter, bowler and fielder. **Rules:** I understand how to apply rules consistently in a variety of striking and fielding games whilst playing and officiating
Skills	**Striking:** I can explore sending a ball to a partner. **Fielding:** I can explore tracking and stopping a rolling ball. **Throwing and catching:** I can explore rolling, throwing and	**Striking:** I can explore sending a ball to a partner. **Fielding:** I can explore tracking and stopping a rolling ball. **Throwing and catching:** I can explore rolling, throwing	**Striking:** I can explore striking a ball with my hand and equipment. **Fielding:** I can develop tracking and retrieving a ball. **Throwing:** I can explore technique when throwing over and	**Striking:** I can develop striking a ball with their hand and equipment with some consistency. **Fielding:** I can develop tracking a ball and decision making with the ball. **Throwing:**	**Striking:** I can begin to strike a bowled ball after a bounce with different equipment. **Fielding:** I can explore bowling to a target and fielding skills to include a two-handed pick up. **Throwing:**	**Striking:** I can develop batting technique with a range of equipment. **Fielding:** I can develop bowling with some consistency, abiding by the rules of the game. **Throwing:**	**Striking:** I can explore defensive and driving hitting techniques and directional batting. **Fielding:** I can develop over and underarm bowling technique. I can develop long and short barrier	**Striking:** I can strike a bowled ball with increasing accuracy and consistency. **Fielding:** I can use a wider range of fielding skills with increasing control under pressure. **Throwing:**

	catching using a variety of equipment.	and catching using a variety of equipment.	underarm. **Catching:** I can develop co-ordination and technique when catching	I can develop co-ordination and technique when throwing over and underarm. **Catching:** I can catch with two hands with some co-ordination and technique.	I can use overarm and underarm throwing in game situations. **Catching:** I can catch with some consistency in game situations.	I can use overarm and underarm throwing with increased consistency in game situations. **Catching:** I can begin to catch with one and two hands with some consistency in game situations.	and two-handed pick up. **Throwing:** I can demonstrate good technique when using a variety of throws under pressure. **Catching:** I can explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.	I can consistently demonstrate good technique in throwing skills under pressure. **Catching:** I can consistently demonstrate good technique in catching skills under pressure.
Healthy participation	I can recognise and describe the short-term effects of exercise on the body during different activities	I can recognise and describe the short-term effects of exercise on the body during different activities	I can recognise and describe the short-term effects of exercise on the body during different activities	I can recognise and describe the short-term effects of exercise on the body during different activities	I can recognise and describe the short-term effects of exercise on the body during different activities	I can describe how the body reacts during different types of activity and how this affects the way they perform recognise which activities help their speed, strength and stamina and know when they are important in games recognise how specific activities affect their bodies	I know and understand the basic principles of warming up and why it is important for good quality performance understand why physical activity is good for their health	I understand why warming up and cooling down are important I understand why exercise is good for health, fitness and wellbeing and how to become healthier I can carry out warmups safely and effectively
Athletics								
	Nursery	Reception	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
Knowledge	**Running:** I know that I use big steps to run and small steps to stop. I Know that moving into space away from others helps to keep me safe.	**Running:** I know that I use big steps to run and small steps to stop. I Know that moving into space away from others	**Running:** I understand that if I swing my arms it will help me to run faster. **Jumping:** I know that landing on the	**Running:** I know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.	**Running:** I understand that leaning slightly forwards helps to increase speed. I understand that leaning my body in the opposite	**Running:** I understand that I need to pace myself when running further or for a long period of time. I understand that a high knee drive,	**Running:** I understand that taking big consistent strides will help to create a rhythm that allows me to run faster.	**Running:** I understand that I need to prepare my body for running and know the muscle groups I will need to use. **Jumping:**

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	Jumping: I know that bending my knees will help me to land safely. **Throwing:** I understand that bigger targets are easier to hit. **Rules:** I know that rules help us to stay safe.	helps to keep me safe. **Jumping:** I know that bending my knees will help me to land safely. **Throwing:** I understand that bigger targets are easier to hit. **Rules:** I know that rules help us to stay safe.	balls of my feet helps me to land with control. I understand that if I bend my knees, it will help me to jump further. **Throwing:** I know that stepping forward with my opposite foot to hand will help me to throw further. **Rules:** I know that rules help us to play fairly	**Jumping:** I know that swinging my arms forwards will help me to jump further. **Throwing:** I 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:** I know how to follow simple rules when working with others.	direction to travel helps to slow down. **Jumping:** I know that if I jump and land in quick succession, the momentum will help me to jump further. **Throwing:** I understand that the speed of the movement helps to create power. **Rules:** I know the rules of the event and begin to apply them.	pumping my arms and running on the balls of my feet gives me power. **Jumping:** I understand that transferring weight will help me to jump further. **Throwing:** I understand that transferring weight will help me to throw further. **Rules:** I know and understand the rules to be able to manage my own event.	I understand that keeping a steady breath will help me when running longer distances. **Jumping:** I know that if I drive my knees high and fast I can build power and therefore distance in my jumps. **Throwing:** I know how to transfer my weight in different throws to increase the distance. **Rules:** I understand and apply rules in a variety of events using official equipment.	I understand that a run up builds speed and power and enables me to jump further. **Throwing:** I understand that I need to prepare my body for throwing and know the muscle groups I will need to use. **Rules:** I understand and apply rules in events that pose an increased risk
Skills	**Running:** I can explore running and stopping safely. **Jumping:** I can explore jumping and hopping safely. **Throwing:** I can explore throwing to a target	**Running:** I can explore running and stopping safely. **Jumping:** I can explore jumping and hopping safely. **Throwing:** I can explore throwing to a target	**Running:** I can explore running at different speeds. **Jumping:** I can develop balance whilst jumping and landing. I can explore hopping, jumping and leaping for distance. **Throwing:** I can explore throwing for distance and accuracy.	**Running:** I can develop the sprinting action. **Jumping**: I can develop jumping, hopping and skipping actions. I can explore safely jumping for distance and height. **Throwing:** I can develop overarm throwing for distance.	**Running:** I can develop the sprinting technique and apply it to relay events. **Jumping:** I can develop technique when jumping for distance in a range of approaches and take off positions. **Throwing:** I can explore the technique for a pull throw	**Running:** I can develop an understanding of speed and pace in relation to distance. I can develop power and speed in the sprinting technique. **Jumping:** I can develop technique when jumping for distance. **Throwing:** I can explore power and technique when throwing for distance in a pull and heave throw	**Running:** I can apply fluency and co-ordination when running for speed in relay changeovers. I can effectively apply speeds appropriate for the event. **Jumping:** I can explore technique and rhythm in the triple jump. **Throwing:**	**Running:** I can demonstrate a clear understanding of pace and use it to develop my own and others sprinting technique. **Jumping:** I can develop power, control and technique in the triple jump. **Throwing:** I can develop power, control and technique when throwing.

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							I can develop technique and power in javelin.	
Healthy participation	I can discuss a limited number of ways the body feels when I exercise	I can discuss a limited number of ways the body feels when I exercise	I can discuss the way the body feels when I am not exercising and when I am exercising.	I can see differences in my heart rate and breathing when exercising	I can describe which body parts are being mostly used when running, jumping and throwing	I know what is required to be an effective athlete. I know the importance of a warmup and I can discuss reasons for this	I discuss and recognise changes that happen within the body when exercising and understand reasons to why this happens.	I understand the benefits to exercise for the whole body. I know the short-term and long-term benefit of exercise. I know the importance of warmups and cool downs.
Gymnastics								
	Nursery	Reception	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
Knowledge	**Shapes:** I understand that I can make different shapes with my body. **Balances:** I know that I should be still when holding a balance. **Rolls:** I know that I can change my body shape to help me to roll. **Jumps:** I know that bending my knees will help me to land safely. **Strategy:** I know that if I hold a shape and count to five people will see it clearly.	**Shapes:** I understand that I can make different shapes with my body. **Balances:** I know that I should be still when holding a balance. **Rolls:** I know that I can change my body shape to help me to roll. **Jumps:** I know that bending my knees will help me to land safely. **Strategy:** I know that if I hold a shape and count to five	**Shapes:** I understand that I can improve my shapes by extending parts of my body. **Balances:** I know that balances should be held for 5 seconds. **Rolls:** I know that I can use different shapes to roll. **Jumps:** I know that landing on the balls of my feet helps me to land with control. **Strategy:** I know that if I use a starting and finishing position,	**Shapes:** I know that some shapes link well together. **Balances:** I understand that squeezing my muscles helps me to balance. **Rolls:** I understand that there are different teaching points for different rolls. **Jumps:** I understand that looking forward will help me to land with control. **Strategy:** I know that if I use shapes that link well together it will help my sequence to flow	**Shapes:** I understand how to use body tension to make my shapes look better. **Balances:** I understand that I can make my balances look interesting by using different levels. **Rolls:** I understand the safety considerations when performing more difficult rolls. **Jumps:** I understand that I can change the take off and shape of my jumps to make them look interesting. **Strategy:**	**Shapes:** I understand how shapes can be used to improve my sequence. **Inverted movements:** I know that inverted movements are actions in which my hips go above my head. **Balances:** I know how to keep myself and others safe when performing partner balances. **Rolls:** I understand that I can keep the shape of my roll using body tension. **Jumps:**	**Shapes**: I understand that shapes underpin all other skills. **Inverted movements:** I understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. **Balances:** I understand how to use contrasting balances to make my sequences look interesting. **Rolls:** I understand that I need to work within my own capabilities and this may be	**Shapes:** I know which shapes to use for each skill. **Inverted movements:** I understand that spreading my weight across a base of support will help me to balance. **Balances:** I know where and when to apply force to maintain control and balance. **Rolls**: I understand that I can use momentum to help me to roll and know where

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		people will see it clearly.	people will know when my sequence has begun and when it has ended.		I know that if I use different levels it will help to make my sequence look interesting	I know that I can control my landing by landing toes first, looking forwards and bending my knees. **Strategy:** I know that if I use different directions it will help to make my sequence look interesting	different to others. **Jumps:** I understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. **Strategy:** I know that if I use different pathways it will help to make my sequence look interesting.	that momentum from. **Jumps:** I understand that taking off from two feet will give me more height and therefore more time in the air. **Strategy:** I know that if I use changes in formation it will help to make my sequence look interesting.
Skills	**Shapes:** I can show contrast with my body including wide/narrow, straight/curved. **Balances:** I can explore shapes in stillness using different parts of my body. **Rolls:** I can explore rocking and rolling. Jumps: explore jumping safely.	**Shapes:** I can show contrast with my body including wide/narrow, straight/curved. **Balances:** I can explore shapes in stillness using different parts of my body. **Rolls:** I can explore rocking and rolling. Jumps: explore jumping safely.	**Shapes:** I can explore basic shapes straight, tuck, straddle, pike. **Balances:** I can perform balances making my body tense, stretched and curled. **Rolls:** I can explore barrel, straight and forward roll progressions. **Jumps:** I can explore shape jumps including jumping off low apparatus	**Shapes:** I can explore using shapes in different gymnastic balances. **Balances:** I can remember, repeat and link combinations of gymnastic balances. **Rolls:** I can explore barrel, straight and forward roll and put into sequence work. **Jumps:** I can explore shape jumps and take off combinations.	**Shapes:** I can explore matching and contrasting shapes. **Balances:** I can explore point and patch balances and transition smoothly into and out of them. **Rolls:** I can develop the straight, barrel, and forward roll. **Jumps:** I can develop stepping into shape jumps with control.	**Shapes:** I can develop the range of shapes I use in my sequences. **Inverted movements:** I can develop strength in bridge and shoulder stand. **Balances:** I can develop control and fluency in individual and partner balances. **Rolls**: I can develop the straight, barrel, forward and straddle roll and perform them with increased control. **Jumps:** I can develop control in performing and	**Shapes:** I can perform shapes consistently and fluently linked with other gymnastic actions. **Inverted movements:** I can explore progressions of a cartwheel. **Balances:** I can explore symmetrical and asymmetrical balances. **Rolls:** I can develop control in the straight, barrel, forward, straddle and backward roll. **Jumps:** I can select a range of jumps to	**Shapes:** I can combine and perform gymnastic shapes more fluently and effectively. **Inverted movements:** I can develop control in progressions of a cartwheel and a headstand. **Balances:** I can explore counterbalance and counter tension. **Rolls:** I can develop fluency and consistency in the straddle, forward and backward roll. **Jumps:** I can combine and perform a range

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						landing rotation jumps.	include in sequence work.	of gymnastic jumps more fluently and effectively
Healthy participation	To know how to correctly prepare for a gymnastics session through a warmup I can show good co-ordination in my large and small movements	To know how to correctly prepare for a gymnastics session through a warmup I can show good co-ordination in my large and small movements	I know how to warm up and importance of doing so I understand that when I am active, changes will occur to my body	I know how to warm up and the different stretches required to be safe I know the importance of suppleness and strength begin to understand the importance of warming up I can explain some of the changes that occur in my body when I am active	I understand how stamina and power help people to perform well in different sports	I understand the way suppleness and strength affect the quality of my performance I can lead a partner through a short warm-up routine	I can identify activities that help to develop stamina, power and flexibility	I can identify and explain the main types of fitness needed for different activities and use these in warm-up routines I can organise warm-up and cool-down exercises for myself and others
Dance								
	Nursery	Reception	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
Knowledge	**Actions:** I understand that I can move my body in different ways to create interesting actions. **Dynamics:** I understand that I can change my action to show an idea. **Space:** I know that if I move into space it will help to keep me and others safe. **Performance:** I know that when watching others, I sit quietly and clap	**Actions:** I understand that I can move my body in different ways to create interesting actions. **Dynamics:** I understand that I can change my action to show an idea. **Space:** I know that if I move into space it will help to keep me and others safe. **Performance:** I know that when watching others, I	**Actions:** I understand that actions can be sequenced to create a dance. **Dynamics:** I understand that I can create fast and slow actions to show an idea. **Space:** I understand that there are different directions and pathways within space. **Relationships:** I understand that when dancing with a partner it is important to be	**Actions:** I know that sequencing actions in a particular order will help me to tell the story of my dance. **Dynamics:** I understand that I can change the way I perform actions to show an idea. **Space:** I know that I can use different directions, pathways and levels in my dance. **Relationships:** I know that using counts of 8 will help	**Actions:** I 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:** I understand that all actions can be performed differently to help to show effect. **Space:** I understand that I can use space to help my dance to flow.	**Actions:** I understand that some actions are better suited to a certain character, mood or idea than others. **Dynamics:** I understand that some dynamics are better suited to a certain character, mood or idea than others. **Space**: I understand that space can be used to express a certain character, mood or idea. **Relationships:**	**Actions:** I understand that different dance styles utilise selected actions to develop sequences in a specific style. **Dynamics:** I understand that different dance styles utilise selected dynamics to express mood. **Space:** I understand that space relates to where my body moves both on the floor and in the air.	**Actions:** I understand that actions can be improved with consideration to extension, shape and recognition of intent. **Dynamics:** I 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:** I know that combining space

	at the end. **Strategy:** I know that if I use lots of space, it helps to make my dance look interesting.	sit quietly and clap at the end. **Strategy:** I know that if I use lots of space, it helps to make my dance look interesting.	aware of each other and keep in time. **Performance:** I 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. **Strategy:** I know that if I use exaggerated actions, it helps the audience to see them clearly.	me to stay in time with my partner and the music. **Performance:** I know that using facial expressions helps to show the mood of my dance. **Strategy:** I know that if I practice my dance my performance will improve.	**Relationships:** I understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. **Performance:** I understand that I can use timing techniques such as canon and unison to create effect. **Strategy:** I know that if I show sensitivity to the music, my performance will look more complete.	I understand that some relationships are better suited to a certain character, mood or idea than others. **Performance:** I know that being aware of other performers in my group will help us to move in time. **Strategy:** I know that I can select from a range of dance techniques to translate my idea.	**Relationships:** I understand that different dance styles utilise selected relationships to express mood. **Performance:** I understand what makes a performance effective and know how to apply these principles to my own and others' work. **Strategy:** I know that if I use dance principles it will help me to express an atmosphere or mood.	and relationships with a prop can help me to express my dance idea. **Performance:** I understand how a leader can ensure our dance group performs together. **Strategy:** I 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.
Skills	**Actions:** I can explore how my body moves. I can copy basic body actions and rhythms. **Dynamics:** I can explore actions in response to music and an idea. **Space:** I can begin to explore pathways and the space around me and in relation to others. **Performance:** I can perform short phrases of	**Actions:** I can explore how my body moves. I can copy basic body actions and rhythms. **Dynamics:** I can explore actions in response to music and an idea. **Space:** I can begin to explore pathways and the space around me and in relation to others. **Performance:** I can perform short phrases of	**Actions:** I can copy, remember and repeat actions to represent a theme. I can create my own actions in relation to a theme. **Dynamics:** I can explore varying speeds to represent an idea. **Space:** I can explore pathways within my performance. **Relationships:**	**Actions:** I can accurately remember, repeat and link actions to express an idea. **Dynamics:** I can develop an understanding of dynamics. **Space:** I can develop the use of pathways and travelling actions to include levels. **Relationships:** I can explore working with a partner using unison, matching	**Actions:** I can create actions in response to a stimulus individually and in groups. **Dynamics:** I can use dynamics effectively to express an idea. **Space:** I can use direction to transition between formations. **Relationships:** I can develop an understanding of formations. **Performance:** I can perform short, self-choreographed	**Actions:** I can respond imaginatively to a range of stimuli related to character and narrative. **Dynamics:** I can change dynamics confidently within a performance to express changes in character. **Space:** I can confidently use changes in level, direction and pathway. **Relationships:**	**Actions:** I can choreograph dances by using, adapting and developing actions and steps from different dance styles. **Dynamics:** I can confidently use dynamics to express different dance styles. **Space:** I can confidently use direction and patterning to express different dance styles. **Relationships:**	**Actions:** I can show controlled movements which express emotion and feeling. **Dynamics:** I can explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. **Space and relationships:**

	movement in front of others.	movement in front of others.	I can begin to explore actions and pathways with a partner. **Performance:** I can perform on my own and with others to an audience.	and mirroring. **Performance:** I can develop the use of facial expressions in my performance.	phrases showing an awareness of timing.	I can use action and reaction to represent an idea. **Performance:** I can perform complex dances that communicate narrative and character well, performing clearly and fluently.	I can confidently use formations, canon and unison to express a dance idea. **Performance:** I can perform dances expressively, using a range of performance skills, showing accuracy and fluency	I can use a variety of compositional principles when creating my own dances. **Performance:** I can demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.
Healthy participation	To know how to correctly prepare for a gymnastics session through a warmup I can show good co-ordination in my large and small movements	To know how to correctly prepare for a gymnastics session through a warmup I can show good co-ordination in my large and small movements	I know how to warm up and importance of doing so I understand that when I am active, changes will occur to my body	I know how to warm up and the different stretches required to be safe I know the importance of suppleness and strength begin to understand the importance of warming up I can explain some of the changes that occur in my body when I am active	I understand how stamina and power help people to perform well in different sports	I understand the way suppleness and strength affect the quality of my performance I can lead a partner through a short warm-up routine I can develop physical strength and suppleness by practising moves and stretching.	I can identify activities that help to develop stamina, power and flexibility	I can identify and explain the main types of fitness needed for different activities and use these in warm-up routines I can organise warm-up and cool-down exercises for myself and others
OAA and Team building (Team building underpins all areas of the curriculum, residentials and forest school)								
	Nursery	Reception	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
Knowledge		**Problem solving:** I know how to make simple decisions in response to a task. **Navigational skills:** I know that moving into space	**Problem solving:** I know that working collaboratively with others will help to solve challenges. **Navigational skills:**	**Problem solving:** I know that listening to each other's ideas might give us an idea we hadn't thought of. **Navigational skills:** I understand that the map/instructions	**Problem solving:** I know that trying ideas before deciding on a solution will help us to come up with the best idea. **Navigational skills:**	**Problem solving:** I know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. **Navigational skills**:	**Problem solving:** I know how to recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best	**Problem solving:** **I** understand that being able to solve problems is an important life skill. **Navigational skills:** I understand why having good

		away from others will help me to stay safe. I know to leave a gap when following a path will help me to stay safe. **Communication:** I know that talking with a partner will help me to solve challenges *e.g. 'let's go to the green hoop next'.* **Reflection:** I am beginning to identify when I am successful. **Rules:** I know that rules help us to stay safe.	I know that deciding which way to go before starting will help me. **Communication:** I know that using short instructions will help my partner *e.g. start/stop.* **Reflection:** I know when to identify when I am successful and make basic observations about how to improve. I know that mistakes help us learn **Rules:** I know that rules help us to play fairly.	tells us what to do. **Communication:** I know to use encouraging words when speaking to a partner or group to help them to trust me. **Reflection:** I know how to verbalise when I am successful and areas that I could improve. **Rules:** I know how to follow and apply simple rules.	I know to hold the map so that the items on the map match up to the items that have been placed out. **Communication:** I know to take turns when giving ideas and not to interrupt each other. **Reflection:** I know how to reflect on when and why I am successful at solving challenges. **Rules:** I know that using the rules honestly will help to keep myself and others safe.	I understand how to use a key and use the cardinal points on a map to orientate it. **Communication:** I understand that there are different types of communication and that I can communicate without talking. **Reflection:** I know with increased accuracy, critically reflect on when and why I am successful at solving challenges. **Rules**: I understand the importance of working with integrity.	solution. **Navigational skills:** I know how to use a key to identify objects and locations. **Communication:** I know to be descriptive but concise when giving instructions *e.g. 'two steps to the left'.* **Reflection:** I know how to reflect on when I am successful at solving challenges and alter my methods in order to improve. **Rules:** I know that abiding by rules will enable my classmates to complete the course *e.g. not moving controls*.	navigational skills are important. **Communication:** I know that good communication skills are key to solving problems and working effectively as a team. **Reflection:** I know with increasing accuracy that I can reflect on when and how I am successful at solving challenges and alter my methods in order to improve. **Rules:** I understand the rules and think creatively to solve the challenge whilst abiding by the rules.
Skills		**Problem solving:** I can explore activities where I have to make my own decisions. **Navigational skills:** I can explore moving in space and following a path. **Communication:** I can develop	**Problem solving:** I can suggest ideas in response to a task. **Navigational skills:** I can follow a path and lead others. **Communication:** I can communicate simple instructions	**Problem solving:** I can begin to plan and apply strategies to overcome a challenge. **Navigational skills:** I can follow and create a simple diagram/map. **Communication:** I can work co-operatively with a	**Problem solving:** I can discuss how to follow trails and solve problems. I can work with others to select appropriate equipment for the task. **Navigational skills:**	**Problem solving:** I can plan independently and in small groups, implementing a strategy with increased success. **Navigational skills:** I can identify key symbols on a map and follow a route. **Communication:**	**Problem solving:** I can explore tactical planning within a team to overcome increasingly challenging tasks. **Navigational skills:** I can develop navigational skills and map reading in increasingly	**Problem solving:** I can pool ideas within a group, selecting and applying the best method to solve a problem. **Navigational skills:** I can orientate a map efficiently to navigate around a course with

		confidence in expressing myself.	and listen to others.	partner and a small group.	I can identify where I am on a simple map. I can use and begin to create simple maps and diagrams and follow a trail. **Communication:** I can follow and give instructions and accept other peoples' ideas.	I can confidently communicate ideas and listen to others	challenging tasks. **Communication:** I can explore a variety of communication methods with increasing success.	multiple points. **Communication:** I can inclusively communicate with others, share job roles and lead when necessary.
Healthy participation	I can discuss a limited number of ways the body feels when I am physically active	I can discuss a limited number of ways the body feels when I am physically active	I understand that when I am active, changes will occur to my body	I can explain some of the changes that occur in my body when I am active	To travel around safely and understand the importance of working as team.	To increase steps and understand the importance of moving more throughout the day.	I can work as a team and work closely with peers to develop mental health, self-esteem and self-worth.	I can stretch myself out of my comfort to complete an adventurous activity (Arthog)
Swimming								
						Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
Knowledge						**Strokes:** I know that lifting my hips will help me to stay afloat whilst swimming. I understand that keeping my legs together for crawl helps me to stay straight in the water. **Breathing:** I know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. **Water safety**:	**Strokes:** I understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster. **Breathing:** I know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides. **Water safety:** I know that a group of people can huddle	**Strokes:** I understand that making my body streamlined helps me to glide through the water. **Breathing:** I 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:**

						I know what to do if I fall in the water. **Rules:** I know how to enter the pool effectively. I understand the water safety rules.	together to conserve body heat, support each other and provide a larger target for rescuers. **Rules:** I understand rules in and around water.	I know which survival technique to use for the situation. **Rules:** I understand that different environments have different rules to keep us safe around water.
Skills						**Strokes:** I can develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. **Breathing:** I can demonstrate improved breathing technique in front crawl. **Water safety:** I can begin to be comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.	**Strokes:** I can demonstrate increased technique in a range of stokes, swimming over a distance of 25m. **Breathing:** I can explore underwater breaststroke breathing technique over a distance of 25m. **Water safety:** I can explore safety techniques to include the H.E.L.P and huddle positions.	**Strokes:** I can identify my personal best in a range of strokes. I can successfully select and apply my fastest stroke over a distance of 25m. **Breathing:** I can demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m. **Water safety:** I can perform a variety of survival techniques.
Healthy participation						I understand why warming up and cooling down are important to develop my swimming times I understand why exercise is good for health, fitness and wellbeing and how to become healthier Carry out warmups safely and effectively in the pool. I can describe how the body reacts during different types of activity and how this affects the way they perform recognise which activities help their speed, strength and stamina and know when they are important in swimming.		

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		End of Key Stage 1 Expectations	End of Key Stage 2 Expectations
		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.	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.