

# Reffley P.E Curriculum

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## Overview

At Reffley Academy:

- We are successful within a range of cluster competitions.
- Our children are proud to represent the school and look forward to being able to do so within KS2.
- Our children enjoy participating in sports clubs after school and uptake of places is high.
- Some children are lacking in the skills to be resilient and find it harder to cope when they are not successful.
- There is a high uptake of children participating in football outside of school and many are part of teams that compete regularly.
- Children do not access a range of different sports outside of school.

Therefore, the P.E curriculum, at Reffley Academy, has been planned as follows:

- We have entered a range of competitions to allow children to access competitive sport from year 3 onwards. This gives more children the opportunity to compete regularly and successes are shared within assemblies.
- Intra-school competitions have been implemented at the end of every half term to allow all children opportunities to compete and apply the skills they have been learning.
- Sport after school clubs take place, five days a week.
- We have implemented a new scheme of work delivered by the teachers (Real PE), this focuses on the social, personal and cognitive aspects and allows children to work on personal goals and build resilience.
- Our school values are taught through P.E including co-operation, curiosity, ambition, resilience and respect. This allows children to focus on a range of different areas rather than just being successful as an end goal.
- Football is not taught within P.E lessons. This allows us to focus on a range of other sports and allows for a level playing field.
- Specialist sports coaches deliver a wide range of sports including: netball, tag rugby, dodgeball, rounders, cricket, tri-golf, basketball, gymnastics and dance.

## Intent, Implementation and Impact

Intent	Implementation	Impact
<p>At Reffley Academy, we aim to develop pupils who are physically active and confident in a broad range of physical activities. The aims of our PE curriculum are to develop pupils who:</p> <ul style="list-style-type: none"> <li>• are able to remain physically active for a sustained period of time and recognise the importance of this in promoting long term health benefits.</li> <li>• have a keen interest in PE and are motivated to participate in competitive sport as well as extra-curricular activities.</li> <li>• have the skills to be resilient.</li> <li>• take initiative and become excellent young leaders and officiators.</li> <li>• have the skills to work independently and solve problems.</li> <li>• lead a healthy lifestyle and understand the range of factors that contribute to this.</li> </ul>	<ul style="list-style-type: none"> <li>• All children in years 1- 6 will undertake 2 hours of curriculum time P.E each week – this includes at least one hour with a qualified sports coach.</li> <li>• Children in KS1 will participate in a variety of activities centred around the fundamental movement skills with an aim to improving their agility, balance and co-ordination. They will also participate in team games to develop tactics for attacking and defending.</li> <li>• Children in KS2 will be exposed to a wide variety of sports including: football, dodgeball, tennis, cricket, rounders, tag rugby, netball and basketball. During these lessons we will focus on working collaboratively and communicating with others to develop ways to solve problems in challenging situations. They will also take part in dance and gymnastics lessons to develop flexibility, strength, technique and control.</li> <li>• All children in KS2 will have the opportunity to participate in inter-school competitions held at the end of every half term as well as a cross country championship each year.</li> <li>• Selected children from KS2 will be selected to represent the school teams for the following sports: tag rugby, girls football, boys football, netball and cross country. Successes will be celebrated during whole school events.</li> <li>• At some point in KS2, children will attend weekly swimming lessons with an aim to develop them competently and proficiently as swimmers over a minimum distance of 25m.</li> <li>• During P.E lessons children are encouraged to: develop and test their problem solving skills, take risks and be courageous, competitive and resilient.</li> <li>• After school clubs will be open for all children in years 1-6 in football, dodgeball and multi-sports.</li> <li>• Assessment is carried out at the end of every term – this is recorded as a list of children working towards, at age related and at greater depth.</li> </ul>	<p><b>Know more</b></p> <ul style="list-style-type: none"> <li>• Children are exposed to a range of sports throughout their time at Reffley Academy including: tag rugby, netball, dodgeball, cricket, rounders, athletics, basketball, dance, gymnastics, tennis, football and orienteering.</li> <li>• Key vocabulary is explicitly taught related to the unit.</li> <li>• During the teaching of games – children are taught the key skills, rules and tactics associated with a range of sports.</li> <li>• During dance units a range of genres of music are taught for example the Haka and Hip Hop routines.</li> </ul> <p><b>Do more</b></p> <ul style="list-style-type: none"> <li>• Lessons are planned which build upon skills learnt previously, for example in gymnastics which is taught between years 1 to 6.</li> <li>• Children are given frequent opportunities to apply the skills learnt to game situations during lessons as well as intra school competitions.</li> <li>• Children have the opportunity to represent the school in a range of sports from year 3 upwards.</li> <li>• Children are encouraged to reflect on their own performance and that of others using self and peer assessment. This is modelled by the teacher/coach using correct vocabulary.</li> <li>• Older children are given positions of responsibility during intra-school competitions to coach, encourage and officiate during the games of younger children.</li> </ul> <p><b>Remember more</b></p> <ul style="list-style-type: none"> <li>• Children make connections with previous learning e.g. the principles of attacking and defending in tag rugby are linked with other invasion games. This is referred to by the coach/teacher at the beginning of a new sequence of learning.</li> <li>• Knowledge harvests are carried out at the beginning of a unit and added to throughout the unit as children acquire new skills, tactics etc. This learning is recapped at the beginning of future lessons. Children take ownership of these.</li> </ul>

## Overview of what is taught

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Continuous Provision	<ul style="list-style-type: none"> <li>Physical development in the environment – building obstacle courses, climbing frame, wheeled resources e.g. bikes and trikes.</li> <li>Access to balls, hoops, ropes, bean bags etc.</li> <li>Understanding physical and mental well-being.</li> <li>Healthy eating and lifestyle.</li> </ul>					
	Coach	<ul style="list-style-type: none"> <li>Multi-skills and basic movements e.g. monkey walk, bunny hop, jumping, hopping, skipping.</li> <li>Hand eye co-ordination and skills e.g. throwing a variety of objects at a target, individual and small group challenges.</li> <li>Developing confidence and moving safely.</li> <li>Understanding rules and expectations.</li> </ul>		<ul style="list-style-type: none"> <li>Continuation of multi-skills and basic movements, progressing to balancing on different body parts, moving in different ways and directions, finding space.</li> <li>Hand eye co-ordination and skills e.g. correct technique for throwing and catching, catching objects of different shapes and sizes, balancing an object on a racket such as a beanbag.</li> <li>Competitive games and invasion games e.g. tag, stuck in the mud, sharks and swimmers with basic rules.</li> </ul>		<ul style="list-style-type: none"> <li>Continuation of multi-skills and basic movements, progressing to balancing objects on different parts of the body, balancing objects whilst moving, moving with agility and co-ordination.</li> <li>Hand eye co-ordination and skills e.g. balancing a ball on a racket, striking a stationary object.</li> <li>Competitive games and invasion games e.g. dodgeball, passing over and under, domes and dishes, simplified version of handball.</li> <li>Preparation for sports day.</li> </ul>	
Year 1	Teacher	Unit 1- <b>Personal</b> Co- ordination Floor movement patterns (FUNS station 10) 4- 6 Static balance- 1 leg standing (FUNS station 1)	Unit 2- <b>Social</b> Dynamic balance to agility (FUNS station 6) 4- 6 Static balance- Seated (FUNS station 2)	Unit 3- <b>Cognitive</b> Dynamic balance (FUNS station 5) 4- 6 Static balance- small base (FUNS station 4)	Unit 4- <b>Creative</b> Co-ordination ball skills (FUNS station 9) 4- 6 Counter Balance in pairs (FUNS station 7)	Unit 5- <b>Physical</b> Co- ordination with equipment (FUNS station 8) 4- 6 Agility – Reaction/ response (FUNS station 12)	Unit 6- <b>Health/ fitness</b> Agility- Ball chasing (FUNS station 11) 4- 6 Static balance- Floor work (FUNS station 3)
	Coach	Agility, balance, co-ordination linked to invasion games	Dodgeball	Gymnastics	Dance	Striking and Fielding Games	Athletics
	Combined Skills	Movement patterns from Real PE linked to moving safely in different ways. Static balances taught in both lessons.	Dynamic balances taught in Real PE to be included when teaching children about the principles of ducking and dodging. Social aspect linked in terms of working as a team.	Following and learning new rules. Working in a duo or group. Dynamic balances linked to different movements in gymnastics.	Both sequences feature opportunities for being creative – developing own routines and moves.	Co-ordination with equipment in Real PE will support developing hand-eye co-ordination with bat and ball/catching etc.	Principles of health and fitness will be taught through both sequences. Athletics activities will be taught as a circuit to improve stamina and fitness.

<b>Year 2</b>	<b>Teacher</b>	Unit 1- <b>Personal</b> Co- ordination Floor movement patterns (FUNS station 10) 4- 6 Static balance- 1 leg standing (FUNS station 1)	Unit 2- <b>Social</b> Dynamic balance to agility (FUNS station 6) 4- 6 Static balance- Seated (FUNS station 2)	Unit 3- <b>Cognitive</b> Dynamic balance (FUNS station 5) 4- 6 Static balance- small base (FUNS station 4)	Unit 4- <b>Creative</b> Co-ordination ball skills (FUNS station 9) 4- 6 Counter Balance in pairs (FUNS station 7)	Unit 5- <b>Physical</b> Co- ordination with equipment (FUNS station 8) 4- 6 Agility – Reaction/ response (FUNS station 12)	Unit 6- <b>Health/ fitness</b> Agility- Ball chasing (FUNS station 11) 4- 6 Static balance- Floor work (FUNS station 3)
	<b>Coach</b>	Agility, balance, co-ordination linked to invasion games	<b>Handball</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Striking and Fielding Games</b>	<b>Athletics</b>
	<b>Combined Skills</b>	Movement patterns from Real PE linked to moving safely in different ways. Static balances taught in both lessons.	Dynamic balances taught in Real PE to be included when teaching children movement patterns in handball. Social aspect linked in terms of working as a team.	Following and learning new rules. Working in a duo or group. Dynamic balances linked to different movements in gymnastics.	Both sequences feature opportunities for being creative – developing own routines and moves.	Co-ordination with equipment in Real PE will support developing hand-eye co-ordination with bat and ball/catching etc.	Principles of health and fitness will be taught through both sequences. Athletics activities will be taught as a circuit to improve stamina and fitness.
<b>Year 3</b>	<b>Teacher</b>	Unit 1- <b>Personal</b> Cardio- co ordination floor movement patterns (FUNS station 10) (FUNS station 1)	Unit 2- <b>Social</b> Cardio and dynamic balance (FUNS station 5) (FUNS station 9)	Unit 3- <b>Cognitive</b> Cardio- Dynamic balance to agility (FUNS station 6) (FUNS station 2)	Unit 4- <b>Creative</b> 1- 6 Cool down- coordination with equipment (FUNS station 8) (FUNS station 7)	Unit 5- <b>Physical</b> 1-6 Cardio- Agility reaction/ response (FUNS station 12) (FUNS station 3)	Unit 6- <b>Health / fitness</b> 1- 6 Cardio agility and ball chasing (FUNS station 11) (FUNS station 4)
	<b>Coach</b>	<b>Cross Country/Fitness</b>	<b>Tag Rugby</b>	<b>Handball</b>	<b>Tennis</b>	<b>Dance/Fitness</b>	<b>Athletics</b>
	<b>Combined Skills</b>	Cardio element from movement patterns will be linked to fitness activities. Different ways of moving and stretching will be incorporated into children's circuits.	Social aspects from Real PE to be linked with working as a team in tag rugby.	Following and learning new rules. Working in a team and developing tactics in handball links with the cognitive aspect of Real PE.	Both lessons will be focusing on using co-ordination alongside equipment.	Many aspects from agility in Real PE will link with developing routines and different movements in dance.	Principles of health and fitness will be taught through both sequences. Athletics activities will be taught as a circuit to improve stamina and fitness.
<b>Year 4</b>	<b>Teacher</b>	Unit 1- <b>Personal</b> 1- 6 cardio- co ordination floor movement patterns (FUNS station 10) Cool down static balance, 1 leg standing (FUNS station 1)	Unit 2- <b>Social</b> 1- 6 Cardio and dynamic balance (FUNS station 5) Cool down – co ordination – ball skills (FUNS station 9)	Unit 3- <b>Cognitive</b> 1- 6 Cardio- Dynamic balance to agility (FUNS station 6) Cool down- static balance seated (FUNS station 2)	Unit 4- <b>Creative</b> 1- 6 Cool down- coordination with equipment (FUNS station 8) Cool down- counter balance in pairs (FUNS station 7)	Unit 5- <b>Physical</b> 1-6 Cardio- Agility reaction/ response (FUNS station 12) Cool down static balance floor work (FUNS station 3)	Unit 6- <b>Health / fitness</b> 1- 6 Cardio agility and ball chasing (FUNS station 11) Cool down static balance in small base (FUNS station 4)
	<b>Coach</b>	<b>Cross Country/Fitness</b>	<b>Tag Rugby</b>	<b>OAA – Orienteering and Team games</b>	<b>Cricket</b>	<b>Netball</b>	<b>Athletics</b>
	<b>Combined Skills</b>	Cardio element from	Social aspects from Real	Problem solving within	Both lessons will be	Static balances in Real PE	Principles of health and

		movement patterns will be linked to fitness activities. Different ways of moving and stretching will be incorporated into children's circuits.	PE to be linked with working as a team in tag rugby.	team games and orienteering to link with cognitive development in Real PE.	focusing on using co-ordination alongside equipment.	to link with footwork in netball.	fitness will be taught through both sequences. Athletics activities will be taught as a circuit to improve stamina and fitness.
<b>Year 5</b>	<b>Teacher</b>	Unit 1- <b>Cognitive</b> Coordination – Ball Skills FUNS Station 9 Agility – Reaction/Response FUNS Station 12	Unit 3- <b>Social</b> Dynamic Balance FUNS Station 5 Counter Balance in Pairs FUNS Station 7	<b>Handball</b>	Unit 4- <b>Physical</b> Static Balance – One Leg Standing FUNS Station 1 Dynamic Balance to Agility FUNS Station 6	Unit 5- <b>Health / Fitness</b> Static Balance – Small Base FUNS Station 4 Coordination - Floor Movement Patterns FUNS Station 10 Agility – Ball Chasing FUNS Station 11	<b>Gymnastics</b>
	<b>Coach</b>	<b>Tag Rugby</b>	<b>Basketball</b>	<b>Dance</b>	<b>Tennis</b>	<b>Cricket</b>	<b>Athletics</b>
	<b>Combined Skills</b>	Coordination involving ball skills to be linked to passing the ball while moving.	Social aspect from Real PE links to working as a team in basketball.	Moving between different levels and mirroring in dance links to defending in handball.	Agility from Real PE links to different footwork patterns requiring agility in tennis.	Ball chasing and stopping from Real PE to be linked with fielding effectively in cricket.	Key aspects of agility, balance and flexibility linked to both.
<b>Year 6</b>	<b>Teacher</b>	<b>Basketball</b>	Unit 2- <b>Creative</b> Static Balance – Seated FUNS Station 2 Static Balance – Floor Work FUNS Station 3	<b>Dance</b>	Unit 6- <b>Personal</b> Coordination with Equipment FUNS Station 8	<b>Rounders</b>	<b>Athletics</b>
	<b>Coach</b>	<b>Tag Rugby</b>	<b>Dodgeball</b>	<b>Netball</b>	<b>Tennis</b>	<b>Cricket</b>	<b>Quidditch</b>
	<b>Combined Skills</b>	Both invasion games to linking of tactics.	Creative aspects of Real PE to link with being creative when throwing e.g. trick shots and trying different types of throws.	Principles of agility shown in both e.g. deceiving opponents and dodging to make space.	Coordination with equipment to link with using a tennis racket whilst moving and dealing with external factors.	Both bat and ball team games – all principles of fielding, throwing, catching linked.	Both sequences to focus on the benefits of exercise and living healthily.

## Progression of Knowledge and skills

	EYFS	Year 1 and 2	Year 3 and 4	Year 5	Year 6
Games	<u>Early Learning Goals</u> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and co-ordination when playing.</li> <li>Move energetically such as running, jumping, hopping, skipping and climbing.</li> </ul>	<u>Curriculum Objectives</u> Pupils should be taught to: <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances, using simple movement patterns</li> </ul>	<u>Curriculum Objectives</u> Pupils should be taught to: <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performance with previous ones and demonstrate improvement to achieve their personal best</li> </ul>		
	For instance: -Throw a variety of objects at a target -Understand and follow basic rules to stay safe	For instance: -Have a basic understanding of the rules for a team game -Work together to problem solve -Adopt the “ready position” when throwing and catching	For instance: -Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) -Work well as a team in competitive games -Apply basic principles of attacking and defending -Develop an understanding of fair play (respect team -mates and opponents)	For instance: -Apply a variety of skills to a games setting whilst dealing with external factors e.g. passing the ball whilst running in tag rugby and being mindful of opponents -Use the skills e.g. of throwing and catching to gain points in competitive games (fielding) -Begin to use tactics when attacking or defending -Follow the rules of fair play in competitive games	For instance: -Develop techniques of a variety of skills to maximise team effectiveness and carry these out whilst under pressure -Use tactics when attacking and defending and evaluate their effectiveness to inform future decisions -Follow the rules in a variety of team sports and apply them when refereeing
	Key vocabulary: throw, catch, rule, safe	Key vocabulary: receive, attack, defend, target, ready position, aim, power, space, creative	Key vocabulary: Accuracy, evaluate, send, signal, tactics, opponent, dribble, agility, chest pass, shoulder pass, bounce pass, tackle	Key vocabulary: Barrier, striking, tactical, strategy, invasion, disguise, deceive, effectiveness, officiate, sportsmanship, external, maximise	

		EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Dance	Compose	<p>For instance:</p> <ul style="list-style-type: none"> <li>-Copy some moves</li> <li>-Explore different movements e.g. jump, spin, turn</li> <li>-Move safely within space</li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>-Develop control of movement using:</li> <li>Actions – travel, stretch, twist, turn, jump</li> <li>Space – forwards, backwards, sideways, high, low, safely showing an awareness of others</li> <li>Relationships – on own and with a partner by teaching each other</li> <li>Dynamics – slowly, quickly, with appropriate expression</li> <li>-Use own ideas to sequence dance</li> <li>-Sequence and remember a short dance</li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>-Create dance phrases/dances to communicate an idea</li> <li>-Develop movement using:</li> <li>Actions – travel, turn, jump and stillness</li> <li>Space – formation, direction and levels</li> <li>Relationships – whole group, duo, canon</li> <li>Dynamics- exploring speed and energy</li> <li>-Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>-Create longer, challenging dance phrases/dances</li> <li>-Select appropriate movement material to express ideas/thoughts/feelings</li> <li>-Develop movement using:</li> <li>Actions - travel, turn, gesture, jump and stillness</li> <li>Space - formation, direction, and level</li> <li>Relationships – solo, duo, trio, unison, canon and contrast</li> <li>Dynamics - explore speed, energy (e.g. heavy/light, flowing/sudden)</li> <li>-Link phrases to music and explore different types of music</li> <li>-Improvisation in response to music e.g. creating a movement without prior planning</li> </ul>
	Perform		<p>For instance:</p> <ul style="list-style-type: none"> <li>-Move spontaneously showing some control and co-ordination</li> <li>-Move with confidence when walking, hopping, jumping, landing</li> <li>-Move with rhythm in the above actions</li> <li>-Demonstrate good balance</li> <li>-Move in time with music</li> <li>-Co-ordinate arm and leg actions (e.g. march and clap)</li> <li>-Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>-Show co-ordination, control and strength (Technical Skills)</li> <li>-Show focus, projection and musicality (Expressive Skills)</li> <li>-Demonstrate different dance actions – travel, turn, gesture, jump and stillness</li> <li>-Demonstrate dynamic qualities – speed, energy and continuity</li> <li>-Demonstrate use of space – levels, directions, pathways and body shape</li> <li>-Demonstrate different relationships – mirroring, unison and canon</li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>-Perform dance to an audience showing confidence and clarity of actions</li> <li>-Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</li> <li>-Show focus, projection, sense of style and musicality (Expressive Skills)</li> <li>-Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</li> <li>-Demonstrate dynamic qualities – speed, energy, continuity, rhythm</li> <li>-Demonstrate use of space – levels, directions, pathways, size and body shape</li> <li>-Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</li> </ul>
	Appreciate		<p>For instance:</p> <ul style="list-style-type: none"> <li>-Respond to own work and that of others when exploring ideas, feelings and preferences</li> <li>-Recognise the changes in the body when dancing and how this can contribute to keeping healthy</li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>-Show an awareness of different dance styles and traditions</li> <li>-Understand why safety is important</li> <li>-Compare and comment on their own and other's work</li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>-Show an awareness of different dance styles, traditions and aspects of their historical/social context</li> <li>-Understand and use dance vocabulary</li> <li>-Understand why safety is important</li> <li>-Compare and evaluate their own and others' work offering strengths and areas for improvement</li> </ul>
	Vocabulary	Key vocabulary: jump, spin, turn, space	Key vocabulary: compose, timing, routine, explore, rhythm, beat, perform, evaluate, slide, control, pattern	Key vocabulary: canon, robotic, transition, dynamic, mirror, mimic, unison, duo, co-ordinate, sequence	Key vocabulary: Complementary, contrasting, improvise, trio, alignment, combine, reaction, stillness, rotation, fluent, choreograph

			Year 1 and 2	Year 3 and 4	Year 5 and 6
Gymnastics	Travel	For instance: -Begin to travel in different ways e.g. forwards and backwards, sideways -Travel using monkey walk, bunny hop, hopping, skipping	For instance: -Begin to travel on hands and feet (hands flat on floor and fully extend arms) -Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)	For instance: -Use a variety of rolling actions to travel on the floor and along apparatus -Travel with a partner; move away from and together on the floor and on apparatus -Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping	For instance: -Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor -Increase the variety of pathways, levels and speeds at which you travel -Travel in time with a partner, move away from and back to a partner
	Balance	For instance: -Explore balancing on different body parts e.g. bottom, back, front, side	For instance: -Stand and sit “like a gymnast” -Explore the 5 basic shapes: straight/tucked/star/straddle/pike -Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) -Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet	For instance: -Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) -Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot -Explore balancing with a partner: facing, beside, behind and on different levels -Move in and out of balance fluently	For instance: -Perform balances with control, showing good body tension -Mirror and match partner’s balance i.e. making same shape on a different level or in a different place -Explore symmetrical and asymmetrical balances on own and with a partner -Explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from) -Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus -Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control
	Jump	For instance: -Jump with knees bent and land safely	For instance: -Explore shape in the air when jumping and landing with control (e.g. star shape, pencil jump and tuck jump)	For instance: -Explore leaping forward in stag jump, taking off from one foot and landing on the other -Add a quarter or half turn/twisted shape into a jump before landing	For instance: -Make symmetrical and asymmetrical shapes in the air -Jump along, over and off apparatus of varying height with control in the air and on landing.
	Sequence		For instance: -Perform gymnastic sequence with a range of movements e.g. balance, a travelling action and a jump -Teach sequence to a partner and perform together	For instance: -Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling -Work with a partner to create a sequence.	For instance: -Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances -Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling
	Vocabulary	Key vocabulary: jump, travel, balance, forwards, backward, skip, hop	Key vocabulary: explore, perform, movement, confident, control, travel, support, landing	Key vocabulary: extended, sequence, take-off, present, precision, tuck jump, direction, communicate, rotate	Key vocabulary: Complex, combination, counter balance, counter tension, symmetrical, spring, accelerate, decelerate

Swimming		Not taught in EYFS or KS1	All schools must provide swimming instruction in either KS1 or KS2. In particular, pupils should be taught to: <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>	
			Key vocabulary: back stroke, front crawl, breast stroke, rescue, treading water, float	
Outdoor and Adventurous Activities	Orientation	Not taught in EYFS or KS1	For instance: -Orientate simple maps and plans -Mark control points in correct position on map or plan -Use simple maps and diagrams to follow a trail -Find way back to a base point	For instance: -Draw maps and plans and set trails for others to follow -Use the eight points of the compass to orientate -Plan an orienteering challenge
	Communication	Not taught in EYFS or KS1	For instance: -Co-operate and share roles within a group -Listen to each other's ideas when planning a task and adapt -Take responsibility for a role within the group -Recognise that some outdoor adventurous activities can be dangerous -Follow rules to keep self and others safe	For instance: -Plan and share roles within the group based on each other's strengths -Understand individuals' roles and responsibilities -Adapt roles or ideas if they are not working -Recognise and talk about the dangers of tasks -Recognise how to keep themselves and others safe
	Problem solving	Not taught in EYFS or KS1	For instance: -Select appropriate equipment/route/people to solve a problem successfully -Choose effective strategies and change ideas if not working	For instance: -Plan strategies to solve problems/plan routes/follow trails/build shelters etc. -Implement and refine strategies
	Vocabulary		Key vocabulary: problem solving, effective, co-operate, obstacles, key, direction,	Key vocabulary: orienteering, compass, adapt, strategy, spatial awareness