

Inspire to Aspire

Nightingale Primary School

Physical Education Progression of Knowledge and Skills

Nightingale Primary School

Year R – Gymnastics

EYFS Framework	Building Character	Physical Competence	Knowledge of physical skills
<p>Early Learning Goals: Personal, Social and Emotional Development ELG:</p> <ul style="list-style-type: none"> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge -Explain the reasons for rules, know right from wrong and try to behave accordingly -Work and play co-operatively and take turns with others -Show sensitivity to their own and to others' needs <p>Physical Development ELG:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others -Demonstrate strength, balance and coordination when playing -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<p>Social skills</p> <ul style="list-style-type: none"> ● Take turns ● Learn to share equipment with others ● Share ideas with others <p>Emotional skills</p> <ul style="list-style-type: none"> ● Try again if they do not succeed ● Practise skills independently ● Confident to try new tasks and challenges <p>Thinking skills</p> <ul style="list-style-type: none"> ● Begin to identify personal success ● Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping ● Begin to provide simple feedback saying what they liked or thought was good about someone else's performance 	<ul style="list-style-type: none"> ● Create shapes showing a basic level of stillness using different parts of their bodies ● Begin to take weight on different body parts ● Show shapes and actions that stretch their bodies ● Copy and link simple actions together 	<p>Shapes: understand that I can make different shapes with my body.</p> <p>Balances: know that I should be still when holding a balance.</p> <p>Rolls: know that I can change my body shape to help me to roll.</p> <p>Jumps: know that bending my knees will help me to land safely.</p> <p>Strategy: know that if I hold a shape and count to five people will see it clearly</p>

Year 1 - Gymnastics

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of physical skills
<ul style="list-style-type: none"> ● 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 ● Pupils should be taught to 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 	<p>Social skills</p> <ul style="list-style-type: none"> ● Encourage others to keep trying ● Talk to a partner about their ideas and take turns to listen to each other ● Work with a partner and small group to play games and solve challenges <p>Emotional skills</p> <ul style="list-style-type: none"> ● Show determination to continue working over a longer period of time ● Be determined to complete the challenges and tasks set ● Explore skills independently before asking for help ● Confident to share ideas, contribute to class discussion and perform in front of others <p>Thinking skills</p> <ul style="list-style-type: none"> ● Make decisions when presented with a simple challenge e.g. move to an open space towards goal ● Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus ● Provide feedback beginning to use key words from the lesson 	<ul style="list-style-type: none"> ● Perform balances, making their body tense, stretched and curled ● Take body weight on hands for short periods of time ● Demonstrate poses and movements that challenge their flexibility ● Remember, repeat and link simple actions together 	<p>Shapes: understand that I can improve my shapes by extending parts of my body.</p> <p>Balances: know that balances should be held for 5 seconds.</p> <p>Rolls: know that I can use different shapes to roll.</p> <p>Jumps: know that landing on the balls of my feet helps me to land with control.</p> <p>Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</p>

Year 2 - Gymnastics

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of physical skills
<ul style="list-style-type: none"> ● 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 ● Pupils should be taught to 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 	<p>Social skills</p> <ul style="list-style-type: none"> ● Encourage others to keep trying ● Talk to a partner about their ideas and take turns to listen to each other ● Work with a partner and small group to play games and solve challenges <p>Emotional skills</p> <ul style="list-style-type: none"> ● Show determination to continue working over a longer period of time ● Be determined to complete the challenges and tasks set ● Explore skills independently before asking for help ● Confident to share ideas, contribute to class discussion and perform in front of others <p>Thinking skills</p> <ul style="list-style-type: none"> ● Make decisions when presented with a simple challenge e.g. move to an open space towards goal ● Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus ● Provide feedback beginning to use key words from the lesson 	<ul style="list-style-type: none"> ● Perform balances on different body parts with some control and balance ● Take body weight on different body parts, with and without apparatus ● Show increased awareness of extension and flexibility in actions ● Copy, remember, repeat and plan linking simple actions with some control and technique 	<p>Shapes: know that some shapes link well together.</p> <p>Balances: understand that squeezing my muscles helps me to balance.</p> <p>Rolls: understand that there are different teaching points for different rolls.</p> <p>Jumps: understand that looking forward will help me to land with control.</p> <p>Strategy: know that if I use shapes that link well together it will help my sequence to flow.</p>

Year 3 - Gymnastics

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of physical skills
<ul style="list-style-type: none"> ● 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 ● Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>Social skills</p> <ul style="list-style-type: none"> ● Encourage and motivate others to work to their personal best ● Work with others to achieve a shared goal ● Work with others to self-manage games <p>Emotional skills</p> <ul style="list-style-type: none"> ● Persevere when finding a challenge difficult ● Understand what their best looks like and work hard to achieve it ● Begin to use rules showing awareness of fairness and honesty ● Show an awareness of how other people feel <p>Thinking skills</p> <ul style="list-style-type: none"> ● Pupils make quicker decisions when selecting and applying skills to a situation e.g. who to pass to and where to move ● Select and apply from a wider range of skills and actions in response to a task ● Provide feedback using key terminology 	<ul style="list-style-type: none"> ● Complete balances with increasing stability, control and technique ● Demonstrate some strength and control when taking weight on different body parts for longer periods of time ● Demonstrate increased flexibility and tension in their actions ● Choose actions that flow well into one another both on and off apparatus 	<p>Shapes: understand how to use body tension to make my shapes look better.</p> <p>Balances: understand that I can make my balances look interesting by using different levels.</p> <p>Rolls: understand the safety considerations when performing more difficult rolls.</p> <p>Jumps: understand that I can change the take off and shape of my jumps to make them look interesting.</p> <p>Strategy: know that if I use different levels it will help to make my sequence look interesting.</p>

Year 4 - Gymnastics

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of physical skills
<ul style="list-style-type: none"> ● 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 ● Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>Social skills</p> <ul style="list-style-type: none"> ● Encourage and motivate others to work to their personal best ● Work with others to achieve a shared goal ● Work with others to self-manage games <p>Emotional skills</p> <ul style="list-style-type: none"> ● Persevere when finding a challenge difficult ● Understand what their best looks like and work hard to achieve it ● Begin to use rules showing awareness of fairness and honesty ● Show an awareness of how other people feel <p>Thinking skills</p> <ul style="list-style-type: none"> ● Pupils make quicker decisions when selecting and applying skills to a situation e.g. who to pass to and where to move ● Select and apply from a wider range of skills and actions in response to a task ● Provide feedback using key terminology 	<ul style="list-style-type: none"> ● Use body tension to perform balances both individually and with a partner ● Demonstrate increasing strength, control and technique when taking own and others weight ● Demonstrate increased flexibility and extension in more challenging actions ● Plan and perform sequences showing control and technique, with and without a partner 	<p>Shapes: understand how shapes can be used to improve my sequence.</p> <p>Inverted movements: know that inverted movements are actions in which my hips go above my head.</p> <p>Balances: know how to keep myself and others safe when performing partner balances.</p> <p>Rolls: understand that I can keep the shape of my roll using body tension.</p> <p>Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees.</p> <p>Strategy: know that if I use different directions it will help to make my sequence look interesting.</p>

Year 5 - Gymnastics

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of physical skills
<ul style="list-style-type: none"> ● 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 ● Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>Social skills</p> <ul style="list-style-type: none"> ● Share ideas with others and work together to decide on the best approach to a task ● Lead others and show consideration of including all within a group ● Communicate with others clearly and effectively <p>Emotional skills</p> <ul style="list-style-type: none"> ● Understand what maximum effort looks like and show determination to achieve it ● Use different strategies to persevere to achieve personal best ● Compete within the rules showing fair play and honesty when playing independently ● Confident to attempt tasks and challenges outside of their comfort zone <p>Thinking skills</p> <ul style="list-style-type: none"> ● Reflect and evaluate their performances, both as a group and as an individual, and suggest areas of improvement ● Recognise and explain their thought process when playing games or completing tasks e.g. I moved here because my teammate was over there ● Select and apply appropriate skills for the situation when under pressure 	<ul style="list-style-type: none"> ● Show increasing control and balance when moving from one balance to another ● Use strength to improve the quality of an action and the range of actions available ● Use flexibility to improve the quality of the actions they perform, as well as the actions they choose to link them ● Create and perform more complex sequences of actions with a good level of quality, control and technique, with and without a partner 	<p>Shapes: understand that shapes underpin all other skills.</p> <p>Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.</p> <p>Balances: understand how to use contrasting balances to make my sequences look interesting.</p> <p>Rolls: understand that I need to work within my own capabilities and this may be different to others.</p> <p>Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.</p> <p>Strategy: know that if I use different pathways it will help to make my sequence look interesting.</p>

Year 6 - Gymnastics

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of physical skills
<ul style="list-style-type: none"> ● 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 ● Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>Social skills</p> <ul style="list-style-type: none"> ● Share ideas with others and work together to decide on the best approach to a task ● Lead others and show consideration of including all within a group ● Communicate with others clearly and effectively <p>Emotional skills</p> <ul style="list-style-type: none"> ● Understand what maximum effort looks like and show determination to achieve it ● Use different strategies to persevere to achieve personal best ● Compete within the rules showing fair play and honesty when playing independently ● Confident to attempt tasks and challenges outside of their comfort zone <p>Thinking skills</p> <ul style="list-style-type: none"> ● Reflect and evaluate their performances, both as a group and as an individual, and suggest areas of improvement ● Recognise and explain their thought process when playing games or completing tasks e.g. I moved here because my teammate was over there ● Select and apply appropriate skills for the situation when under pressure 	<ul style="list-style-type: none"> ● Combine and perform more complex balances with control, technique and fluency ● Demonstrate more complex actions with a good level of strength and technique ● Confidently transition from one action to another, showing appropriate control and extension for the complexity of the action ● Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills 	<p>Shapes: know which shapes to use for each skill.</p> <p>Inverted movements: understand that spreading my weight across a base of support will help me to balance.</p> <p>Balances: know where and when to apply force to maintain control and balance.</p> <p>Rolls: understand that I can use momentum to help me to roll and know where that momentum from.</p> <p>Jumps: understand that taking off from two feet will give me more height and therefore more time in the air.</p> <p>Strategy: know that if I use changes in formation it will help to make my sequence look interesting</p>

Year R – Dance

EYFS Framework	Building Character	Physical Competence	Knowledge of physical skills
<p>Early Learning Goals: Personal, Social and Emotional Development ELG:</p> <ul style="list-style-type: none"> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge -Explain the reasons for rules, know right from wrong and try to behave accordingly -Work and play co-operatively and take turns with others -Show sensitivity to their own and to others' needs <p>Physical Development ELG:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others -Demonstrate strength, balance and coordination when playing -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<p>Social skills</p> <ul style="list-style-type: none"> ● Take turns ● Learn to share equipment with others ● Share ideas with others <p>Emotional skills</p> <ul style="list-style-type: none"> ● Try again if they do not succeed ● Practise skills independently ● Confident to try new tasks and challenges <p>Thinking skills</p> <ul style="list-style-type: none"> ● Begin to identify personal success ● Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping ● Begin to provide simple feedback saying what they liked or thought was good about someone else's performance 	<ul style="list-style-type: none"> ● Copy basic body actions and rhythms ● Choose and use travelling actions, shapes and balances ● Travel in different pathways using the space around them ● Begin to use dynamics and expression with guidance ● Begin to count to music 	<p>Actions: understand that I can move my body in different ways to create interesting actions.</p> <p>Dynamics: understand that I can change my action to show an idea.</p> <p>Space: know that if I move into space it will help to keep me and others safe.</p> <p>Performance: know that when watching others I sit quietly and clap at the end.</p> <p>Strategy: know that if I use lots of space, it helps to make my dance look interesting.</p>

Year 1 - Dance

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of physical skills
<ul style="list-style-type: none"> ● 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. ● Pupils should be taught to perform dances using simple movement patterns 	<p>Social skills</p> <ul style="list-style-type: none"> ● Encourage others to keep trying ● Talk to a partner about their ideas and take turns to listen to each other ● Work with a partner and small group to play games and solve challenges <p>Emotional skills</p> <ul style="list-style-type: none"> ● Show determination to continue working over a longer period of time ● Be determined to complete the challenges and tasks set ● Explore skills independently before asking for help ● Confident to share ideas, contribute to class discussion and perform in front of others <p>Thinking skills</p> <ul style="list-style-type: none"> ● Make decisions when presented with a simple challenge e.g. move to an open space towards goal ● Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus ● Provide feedback beginning to use key words from the lesson 	<ul style="list-style-type: none"> ● Copy, remember and repeat actions. ● Choose actions for an idea. ● Use changes of direction, speed and levels with guidance. ● Show some sense of dynamic and expressive qualities. ● Begin to use counts. 	<p>Actions: understand that actions can be sequenced to create a dance.</p> <p>Dynamics: understand that I can create fast and slow actions to show an idea.</p> <p>Space: understand that there are different directions and pathways within space.</p> <p>Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time.</p> <p>Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.</p> <p>Strategy: know that if I use exaggerated actions it helps the audience to see them clearly.</p>

Year 2 - Dance

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of physical skills
<ul style="list-style-type: none"> ● 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. ● Pupils should be taught to perform dances using simple movement patterns 	<p>Social skills</p> <ul style="list-style-type: none"> ● Encourage others to keep trying ● Talk to a partner about their ideas and take turns to listen to each other ● Work with a partner and small group to play games and solve challenges <p>Emotional skills</p> <ul style="list-style-type: none"> ● Show determination to continue working over a longer period of time ● Be determined to complete the challenges and tasks set ● Explore skills independently before asking for help ● Confident to share ideas, contribute to class discussion and perform in front of others <p>Thinking skills</p> <ul style="list-style-type: none"> ● Make decisions when presented with a simple challenge e.g. move to an open space towards goal ● Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus ● Provide feedback beginning to use key words from the lesson 	<ul style="list-style-type: none"> ● Copy, remember and repeat a series of actions. ● Select from a wider range of actions in relation to a stimulus. ● Use pathways, levels, shapes, directions, speeds and timing with guidance. ● Use mirroring and unison when completing actions with a partner. ● Show a character through actions, dynamics and expression. ● Use counts with help to stay in time with the music. 	<p>Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.</p> <p>Dynamics: understand that I can change the way I perform actions to show an idea.</p> <p>Space: know that I can use different directions, pathways and levels in my dance.</p> <p>Relationships: know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p>Performance: know that using facial expressions helps to show the mood of my dance.</p> <p>Strategy: know that if I practice my dance my performance will improve.</p>

Year 3 - Dance

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of physical skills
<ul style="list-style-type: none"> ● 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. ● Pupils should be taught to develop flexibility, strength, technique, control and balance. ● Pupils should be taught to perform dances using a range of movement patterns. 	<p>Social skills</p> <ul style="list-style-type: none"> ● Encourage and motivate others to work to their personal best ● Work with others to achieve a shared goal ● Work with others to self-manage games <p>Emotional skills</p> <ul style="list-style-type: none"> ● Persevere when finding a challenge difficult ● Understand what their best looks like and work hard to achieve it ● Begin to use rules showing awareness of fairness and honesty ● Show an awareness of how other people feel <p>Thinking skills</p> <ul style="list-style-type: none"> ● Pupils make quicker decisions when selecting and applying skills to a situation e.g. who to pass to and where to move ● Select and apply from a wider range of skills and actions in response to a task ● Provide feedback using key terminology 	<ul style="list-style-type: none"> ● Copy, remember and perform a dance phrase ● Create short dance phrases that communicate an idea ● Use canon, unison and formation to represent an idea ● Match dynamic and expressive qualities to a range of ideas ● Use counts to keep in time with a partner and a group 	<p>Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p>Dynamics: understand that all actions can be performed differently to help to show effect.</p> <p>Space: understand that I can use space to help my dance to flow.</p> <p>Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p>Performance: understand that I can use timing techniques such as canon and unison to create effect.</p> <p>Strategy: know that if I show sensitivity to the music, my performance will look more complete</p>

Year 4 - Dance

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of physical skills
<ul style="list-style-type: none"> ● 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. ● Pupils should be taught to develop flexibility, strength, technique, control and balance. ● Pupils should be taught to perform dances using a range of movement patterns. 	<p>Social skills</p> <ul style="list-style-type: none"> ● Encourage and motivate others to work to their personal best ● Work with others to achieve a shared goal ● Work with others to self-manage games <p>Emotional skills</p> <ul style="list-style-type: none"> ● Persevere when finding a challenge difficult ● Understand what their best looks like and work hard to achieve it ● Begin to use rules showing awareness of fairness and honesty ● Show an awareness of how other people feel <p>Thinking skills</p> <ul style="list-style-type: none"> ● Pupils make quicker decisions when selecting and applying skills to a situation e.g. who to pass to and where to move ● Select and apply from a wider range of skills and actions in response to a task ● Provide feedback using key terminology 	<ul style="list-style-type: none"> ● Copy, remember and adapt set choreography ● Choreograph considering structure individually, with a partner and in a group ● Use action and reaction to represent an idea ● Change dynamics to express changes in character or narrative ● Use counts when choreographing short phrases 	<p>Actions: understand that some actions are better suited to a certain character, mood or idea than others.</p> <p>Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others.</p> <p>Space: understand that space can be used to express a certain character, mood or idea.</p> <p>Relationships: understand that some relationships are better suited to a certain character, mood or idea than others.</p> <p>Performance: know that being aware of other performers in my group will help us to move in time.</p> <p>Strategy: know that I can select from a range of dance techniques to translate my idea.</p>

Year 5 - Dance

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of physical skills
<ul style="list-style-type: none"> ● 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. ● Pupils should be taught to develop flexibility, strength, technique, control and balance. ● Pupils should be taught to perform dances using a range of movement patterns. 	<p>Social skills</p> <ul style="list-style-type: none"> ● Share ideas with others and work together to decide on the best approach to a task ● Lead others and show consideration of including all within a group ● Communicate with others clearly and effectively <p>Emotional skills</p> <ul style="list-style-type: none"> ● Understand what maximum effort is and show determination to achieve it ● Use different strategies to persevere to achieve personal best ● Compete within the rules showing fair play and honesty when playing independently ● Confident to attempt tasks and challenges outside of their comfort zone <p>Thinking skills</p> <ul style="list-style-type: none"> ● Reflect and evaluate their performances, both as a group and as an individual, and suggest areas of improvement ● Recognise and explain their thought process when playing games or completing tasks e.g. I moved here because my teammate was over there ● Select and apply appropriate skills for the situation when under pressure 	<ul style="list-style-type: none"> ● Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing ● Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to stimulus ● Confidently perform choosing appropriate dynamics to represent an idea ● Use counts accurately when choreographing to perform in time with others and the music 	<p>Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style.</p> <p>Dynamics: understand that different dance styles utilise selected dynamics to express mood.</p> <p>Space: understand that space relates to where my body moves both on the floor and in the air.</p> <p>Relationships: understand that different dance styles utilise selected relationships to express mood.</p> <p>Performance: understand what makes a performance effective and know how to apply <i>these principles to my own and others' work.</i></p> <p>Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.</p>

Year 6 - Dance

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of physical skills
<ul style="list-style-type: none"> ● 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. ● Pupils should be taught to develop flexibility, strength, technique, control and balance. ● Pupils should be taught to perform dances using a range of movement patterns. 	<p>Social skills</p> <ul style="list-style-type: none"> ● Share ideas with others and work together to decide on the best approach to a task ● Lead others and show consideration of including all within a group ● Communicate with others clearly and effectively <p>Emotional skills</p> <ul style="list-style-type: none"> ● Understand what maximum effort looks like and show determination to achieve it ● Use different strategies to persevere to achieve personal best ● Compete within the rules showing fair play and honesty when playing independently ● Confident to attempt tasks and challenges outside of their comfort zone <p>Thinking skills</p> <ul style="list-style-type: none"> ● Reflect and evaluate their performances, both as a group and as an individual, and suggest areas of improvement ● Recognise and explain their thought process when playing games or completing tasks e.g. I moved here because my teammate was over there ● Select and apply appropriate skills for the situation when under pressure 	<ul style="list-style-type: none"> ● Perform dances confidently and fluently with accuracy and good timing ● Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme ● Improvise and combine dynamics demonstrating an awareness of the impact on performance ● Use counts when choreographing and performing to improve the quality of work 	<p>Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent.</p> <p>Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.</p> <p>Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea.</p> <p>Performance: understand how a leader can ensure our dance group performs together.</p> <p>Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience</p>

EYFS - Games

through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

EYFS Framework	Building Character	Physical Competence	Knowledge of Physical Skills
<p>Early Learning Goals: Personal, Social and Emotional Development ELG:</p> <ul style="list-style-type: none"> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge -Explain the reasons for rules, know right from wrong and try to behave accordingly -Work and play co-operatively and take turns with others -Show sensitivity to their own and to others' needs <p>Physical Development ELG:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others -Demonstrate strength, balance and coordination when playing -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<p>Social Skills:</p> <ul style="list-style-type: none"> • Take turns. • Learn to share equipment with others. • Share their ideas with others. <p>Emotional Skills</p> <ul style="list-style-type: none"> • Try again if they do not succeed. • Practise skills independently • Confident to try new tasks and challenges. <p>Thinking Skills</p> <ul style="list-style-type: none"> • Begin to identify personal success. • Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping. • Begin to provide simple feedback saying what they liked or thought was good about someone else's performance. 	<ul style="list-style-type: none"> • Drop and catch with two hands. • Move a ball with feet. • Throw and roll a variety pf beanbags and larger balls to space. • Kick large balls to space • Stop a beanbag or large ball sent to them using hands. • Attempt to stop a large ball sent to them using feet. • Hit a ball with hands. • Run and stop when instructed. • Move around showing limited awareness or others. • Make simple decision in response to a situation. 	<p>Striking: know to point my hand at my target when striking a ball.</p> <p>Fielding: know to scoop a ball with two hands.</p> <p>Throwing & catching: know to point my hand at my target when throwing. Know to have hands out ready to catch.</p> <p>Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it.</p> <p>Space: know that being in a space gives me room to play.</p> <p>Attacking & defending: know that there are different roles in games.</p> <p>Footwork: know to use big steps to run and small steps to stop.</p>

Year 1 - Games

through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of Physical Skills
<ul style="list-style-type: none"> ● 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. ● Pupils should be able to engage in competitive (both against self and against others) physical activities. ● Pupils should be taught to 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. ● Pupils should be taught to participate in team games, developing simple tactics for attacking and defending. 	<p>Social Skills</p> <ul style="list-style-type: none"> ● Encourage others to keep trying. ● Talk to a partner about their ideas and take turns to listen to each other. ● Work with a partner and small group to play games and solve challenges. <p>Emotional Skills</p> <ul style="list-style-type: none"> ● Show determination to continue working over a longer period of time. ● Determined to complete the challenges and tasks set. ● Explore skills independently before asking for help. ● Confident to share ideas, contribute to class discussion and perform in front of others. <p>Thinking Skills</p> <ul style="list-style-type: none"> ● Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. ● Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. ● Provide feedback beginning to use key words from the lesson. 	<ul style="list-style-type: none"> ● Drop and catch a ball after one bounce on the move. ● Move a ball using different parts of the foot. ● Throw and roll towards a target with some varying techniques. ● Kick towards a stationary target. ● Catch a beanbag and a medium-sized ball. ● Attempts to track balls and other equipment sent to them. ● Strike a stationary ball with a racket. ● Run, stop and change direction with some balance and control. ● Recognise space in relation to others. ● Begin to use simple tactics with guidance. 	<p>Striking: understand that the harder I strike, the further the ball will travel.</p> <p>Fielding: know that throwing the ball back is quicker than running with it.</p> <p>Throwing: know which type of throw to use to throw over longer distances.</p> <p>Catching: know to watch the ball as it comes towards me.</p> <p>Sending & receiving: know to look at my partner before sending the ball.</p> <p>Space: understand that being in a good space helps us to pass the ball.</p> <p>Attacking: know that being able to move away from a partner helps my team to pass me the ball.</p> <p>Defending: know that staying with a partner makes it more difficult for them to receive the ball.</p> <p>Footwork: know that using a ready position will help me to move in any direction.</p>

Year 2 - Games

through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of Physical Skills
<ul style="list-style-type: none"> ● 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. ● Pupils should be able to engage in competitive (both against self and against others) physical activities. ● Pupils should be taught to 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. ● Pupils should be taught to participate in team games, developing simple tactics for attacking and defending. 	<p>Social Skills</p> <ul style="list-style-type: none"> ● Encourage others to keep trying. ● Talk to a partner about their ideas and take turns to listen to each other. ● Work with a partner and small group to play games and solve challenges. <p>Emotional Skills</p> <ul style="list-style-type: none"> ● Show determination to continue working over a longer period of time. ● Determined to complete the challenges and tasks set. ● Explore skills independently before asking for help. ● Confident to share ideas, contribute to class discussion and perform in front of others. <p>Thinking Skills</p> <ul style="list-style-type: none"> ● Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. ● Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. ● Provide feedback beginning to use key words from the lesson. 	<ul style="list-style-type: none"> ● Dribble a ball with two hands on the move. ● Dribble a ball with some success, stopping it when required. ● Throw and roll towards a target using varying techniques with some success. ● Show balance when kicking towards a target. ● Catch an object passed to them, with a without a bounce. ● Move to track a ball and stop it using feet with limited success. Strike a ball using a racket. ● Run, stop and change direction with balance and control. ● Move to space to help care goals or limit other scoring. ● Use simple tactics. 	<p>Striking: understand the role of a batter. Know that striking quickly will increase the power.</p> <p>Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.</p> <p>Throwing: know that stepping with opposite foot to throwing arm will help me to balance.</p> <p>Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch.</p> <p>Sending & receiving: know to control the ball before sending it.</p> <p>Space: know that moving into space away from defenders helps me to pass and receive a ball.</p> <p>Attacking: know that when my team is in possession of the ball, I am an attacker and we can score.</p> <p>Defending: 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. Know that standing between the ball and the attacker will help me to stop them from getting the ball.</p>

			Footwork: know that using a ready position helps me to react quickly and return/catch a ball.
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Year 3 - Games

through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of Physical Skills
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Nightingale Primary School

<ul style="list-style-type: none"> ● 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. ● Pupils should enjoy communicating, collaborating and competing with each other. ● Pupils should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. ● Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. ● Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. 	<p>Social skills</p> <ul style="list-style-type: none"> ● Encourage and motivate others to work to their personal best ● Work with others to achieve a shared goal ● Work with others to self-manage games <p>Emotional skills</p> <ul style="list-style-type: none"> ● Persevere when finding a challenge difficult ● Understand what their best looks like and work hard to achieve it ● Begin to use rules showing awareness of fairness and honesty ● Show an awareness of how other people feel <p>Thinking skills</p> <ul style="list-style-type: none"> ● Pupils make quicker decisions when selecting and applying skills to a situation e.g. who to pass to and where to move ● Select and apply from a wider range of skills and actions in response to a task ● Provide feedback using key terminology 	<ul style="list-style-type: none"> ● Dribble the ball with one hand with some control in game situations. ● Dribble a ball with feet with some control in game situations. ● Use a variety of throwing techniques in game situations. ● Kick towards a partner in game situations. ● Catch a ball passed to them using one and two hands with some success. ● Receive a ball sent to them using different parts of the foot, ● Strike a ball with varying techniques. ● Change direction with increasing speed in game situations. Use space with some success in game situations. ● Use simple tactics individually and within a team. 	<p>Striking: know that striking to space away from fielders will help me to score.</p> <p>Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.</p> <p>Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances.</p> <p>Catching: know to move my feet to the ball.</p> <p>Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>Space: know that by spreading out as a team we move the defenders away from each other.</p> <p>Attacking & defending: know my role as an attacker and defender.</p> <p>Footwork: know that moving to the middle of my court will enable me to cover the most space.</p>
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Nightingale Primary School

Year 4 - Games

through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of Physical Skills
<ul style="list-style-type: none"> ● 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. ● Pupils should enjoy communicating, collaborating and competing with each other. ● Pupils should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. ● Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. ● Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. 	<p>Social skills</p> <ul style="list-style-type: none"> ● Encourage and motivate others to work to their personal best ● Work with others to achieve a shared goal ● Work with others to self-manage games <p>Emotional skills</p> <ul style="list-style-type: none"> ● Persevere when finding a challenge difficult ● Understand what their best looks like and work hard to achieve it ● Begin to use rules showing awareness of fairness and honesty ● Show an awareness of how other people feel <p>Thinking skills</p> <ul style="list-style-type: none"> ● Pupils make quicker decisions when selecting and applying skills to a situation e.g. who to pass to and where to move ● Select and apply from a wider range of skills and actions in response to a task ● Provide feedback using key terminology 	<ul style="list-style-type: none"> ● Link dribbling the ball with other actions with increasing control. ● Change direction with dribbling with feet with some control in game situations. ● Use a variety of throwing techniques with increasing success in game situations. ● Kick with increasing success in game situations. ● Catch a ball passed to them using one and two hands with increasing success. ● Receive a ball using different parts of the foot under pressure. ● Strike a ball using varying techniques with increasing accuracy. ● Change direction to lose an opponent with some success. ● Create and use space with some success in game situations. ● Use simple tactics to help their team score or gain possession. 	<p>Striking: know that using the centre of the bat will provide the most control and accuracy.</p> <p>Fielding: know that it easier to field a ball that is coming towards me rather than away so set up accordingly.</p> <p>Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw.</p> <p>Catching: know to track the ball as it is thrown to help to improve the consistency of catching.</p> <p>Sending & receiving: know that cushioning a ball will help me to control it when receiving it.</p> <p>Space: know that moving into space will help my team keep possession and score goals.</p> <p>Attacking: recognise when to pass and when to shoot.</p> <p>Defending: know when to mark and when to attempt to win the ball.</p> <p>Footwork: know that getting my feet in the right position will help me to balance before playing a shot.</p>

Year 5 - Games

through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of Physical Skills
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- 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.
- Pupils should enjoy communicating, collaborating and competing with each other.
- Pupils should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Social skills

- Share ideas with others and work together to decide on the best approach to a task
- Lead others and show consideration of including all within a group
- Communicate with others clearly and effectively

Emotional skills

- Understand what maximum effort looks like and show determination to achieve it
- Use different strategies to persevere to achieve personal best
- Compete within the rules showing fair play and honesty when playing independently
- Confident to attempt tasks and challenges outside of their comfort zone

Thinking skills

- Reflect and evaluate their performances, both as a group and as an individual, and suggest areas of improvement
- Recognise and explain their thought process when playing games or completing tasks e.g. I moved here because my teammate was over there
- Select and apply appropriate skills for the situation when under pressure

- Use dribbling to change the direction of play with some control under pressure.
- Dribble with feet with some control under increasing pressure.
- Use a variety of throwing techniques with some control under increasing pressure.
- Catch and intercept a ball using one and two hands with some success in games situations.
- Receive a ball using different parts of the foot under pressure with increasing control.
- Strike a ball using a wider range of skills. Apply these with some success under pressure.
- Use a variety of techniques to change direction to lose an opponent.
- Create and use space for self and others with some success.
- Understand the need for tactics and can identify when to use them in different situations.

Striking: understand that stance is important to allow me to be balanced as I hit.

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

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

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

Sending & receiving: know that not having a defender between myself and a ball carrier enables me to send and receive with better control.

Space: know that by moving to space even if not receiving the ball will create space for a teammate.

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

Year 6 - Games

through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of Physical Skills
<ul style="list-style-type: none"> ● 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. ● Pupils should enjoy communicating, collaborating and competing with each other. ● Pupils should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. ● Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. ● Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. 	<p>Social skills</p> <ul style="list-style-type: none"> ● Share ideas with others and work together to decide on the best approach to a task ● Lead others and show consideration of including all within a group ● Communicate with others clearly and effectively <p>Emotional skills</p> <ul style="list-style-type: none"> ● Understand what maximum effort looks like and show determination to achieve it ● Use different strategies to persevere to achieve personal best ● Compete within the rules showing fair play and honesty when playing independently ● Confident to attempt tasks and challenges outside of their comfort zone <p>Thinking skills</p> <ul style="list-style-type: none"> ● Reflect and evaluate their performances, both as a group and as an individual, and suggest areas of improvement ● Recognise and explain their thought process when playing games or completing tasks e.g. I moved here because my teammate was over there ● Select and apply appropriate skills for the situation when under pressure 	<ul style="list-style-type: none"> ● Use dribbling to change the direction of play with control under pressure. ● Use a variety of dribbling techniques to maintain possession under pressure. ● Use a variety of throwing techniques including fake passes to outwit an opponent. ● Select and apply the appropriate kicking technique with control. ● Catch and intercept a ball using one and two hands with increasing success in game situations. ● Receive a ball with consideration to next move. ● Strike a ball using a wider range of skill to outwit an opponent. Apply these with increasing control under pressure. ● Confidently change direction to successfully outwit an opponent. ● Effectively create and use space for self and others to outwit an opponent. ● Work collaboratively to create tactics within their team and evaluate the effectiveness of these. 	<p>Striking: understand that the momentum and power for striking a ball comes from legs as well as arms.</p> <p>Fielding: know which fielding action to apply for the situation.</p> <p>Throwing & catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.</p> <p>Sending & receiving: understand and make quick decisions about when, how and who to pass to.</p> <p>Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.</p> <p>Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot.</p>

EYFS – F.M.S

through fundamentals, fitness and athletics

EYFS Framework	Building Character	Physical Competence	Knowledge of Physical Skills
<p>Early Learning Goals: Personal, Social and Emotional Development ELG:</p> <ul style="list-style-type: none"> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge -Explain the reasons for rules, know right from wrong and try to behave accordingly -Work and play co-operatively and take turns with others -Show sensitivity to their own and to others' needs <p>Physical Development ELG:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others -Demonstrate strength, balance and coordination when playing -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<p>Social Skills:</p> <ul style="list-style-type: none"> • Take turns. • Learn to share equipment with others. • Share their ideas with others. <p>Emotional Skills</p> <ul style="list-style-type: none"> • Try again if they do not succeed. • Practise skills independently • Confident to try new tasks and challenges. <p>Thinking Skills</p> <ul style="list-style-type: none"> • Begin to identify personal success. • Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping. • Begin to provide simple feedback saying what they liked or thought was good about someone else's performance. 	<ul style="list-style-type: none"> • Run and stop with some control. • Explore moving different body parts together. • Jump and hop with bent knees. • Throwing larger balls and beanbags into space. • Balance whilst stationary and on the move. • Change direction at a slow pace. • Explore skipping as a travelling action. 	<p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.</p> <p>Jumping: know that bending my knees will help me to land safely.</p> <p>Throwing: understand that bigger targets are easier to hit.</p> <p>Hopping: understand that i use one foot to hop.</p> <p>Skipping: know that if I hop then step that will help me to skip.</p> <p>Agility: know that moving into space away from others helps to keep me safe.</p> <p>Balance: know that I can hold my arms out to help me to balance.</p> <p>Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump.</p> <p>Speed: know that I use big steps to run and small steps to stop.</p> <p>Strength: understand that I can hold my weight on different parts of my body.</p> <p>Stamina: understand that moving for a long time can make me feel tired.</p>

Year 1 – F.M.S

through fundamentals, fitness and athletics

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of Physical Skills
<ul style="list-style-type: none"> ● 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 be taught to 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. 	<p>Social Skills</p> <ul style="list-style-type: none"> ● Encourage others to keep trying. ● Talk to a partner about their ideas and take turns to listen to each other. ● Work with a partner and small group to play games and solve challenges. <p>Emotional Skills</p> <ul style="list-style-type: none"> ● Show determination to continue working over a longer period of time. ● Determined to complete the challenges and tasks set. ● Explore skills independently before asking for help. ● Confident to share ideas, contribute to class discussion and perform in front of others. <p>Thinking Skills</p> <ul style="list-style-type: none"> ● Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. ● Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. ● Provide feedback beginning to use key words from the lesson. 	<ul style="list-style-type: none"> ● Attempt to run at different speeds showing an awareness of technique. ● Begin to link running and jumping movements with some control. ● Jump, leap and hop and choosing which allows them to jump the furthest. ● Throw towards a target. ● Show some control and balance when travelling at different speeds. ● Begin to show balance and co-ordination when changing direction. ● Use co-ordination with and without equipment. 	<p>Running: understand that if I swing my arms it will help me to run faster.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further.</p> <p>Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.</p> <p>Hopping: know that I should hop with a soft bent knee.</p> <p>Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p> <p>Agility: understand that bending my knees will help me to change direction.</p> <p>Balance: know that looking ahead will help me to balance.</p> <p>Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.</p> <p>Speed: understand that if I swing my arms it will help me to run faster.</p> <p>Strength: understand that exercise helps me to become stronger.</p> <p>Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster.</p>

Year 2 – F.M.S

through fundamentals, fitness and athletics

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of Physical Skills
<ul style="list-style-type: none"> ● 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 be taught to 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. 	<p>Social Skills</p> <ul style="list-style-type: none"> ● Encourage others to keep trying. ● Talk to a partner about their ideas and take turns to listen to each other. ● Work with a partner and small group to play games and solve challenges. <p>Emotional Skills</p> <ul style="list-style-type: none"> ● Show determination to continue working over a longer period of time. ● Determined to complete the challenges and tasks set. ● Explore skills independently before asking for help. ● Confident to share ideas, contribute to class discussion and perform in front of others. <p>Thinking Skills</p> <ul style="list-style-type: none"> ● Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. ● Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. ● Provide feedback beginning to use key words from the lesson. 	<ul style="list-style-type: none"> ● Show balance and co-ordination when running at different speeds. ● Link running and jumping movements with some control and balance. ● Show hopping and jumping movements with some balance and control. ● Change technique to throw for distance. ● Show control and balance when travelling at different speeds. ● Demonstrates balance and co-ordination when changing direction. ● Perform actions with increased control when co-ordinating their body with and without equipment. 	<p>Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Jumping: know that swinging my arms forwards will help me to jump further.</p> <p>Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.</p> <p>Hopping: know that if I look straight ahead it will stop me falling over when I land.</p> <p>Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p> <p>Agility: know using small quick steps helps me to change direction.</p> <p>Balance: understand that I can squeeze my muscles to help me to balance.</p> <p>Co-ordination: understand that some skills require me to move body parts at different times such as skipping.</p> <p>Speed: know that I take shorter steps to jog and bigger steps to run.</p> <p>Strength: know that strength helps us with everyday tasks such as carrying our school bag.</p> <p>Stamina: know that I need to run slower if running for a long period of time.</p>

Year 3 – F.M.S

through fundamentals, fitness and athletics

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of Physical Skills
<ul style="list-style-type: none"> ● Pupils should enjoy communicating, collaborating and competing with each other. ● Pupils should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. ● Pupils should develop running, jumping, throwing and catching in isolation and in combination. ● Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success. ● Pupils should be taught to develop flexibility, strength, technique, control and balance. ● Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best. ● Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. 	<p>Social skills</p> <ul style="list-style-type: none"> ● Encourage and motivate others to work to their personal best ● Work with others to achieve a shared goal ● Work with others to self-manage games <p>Emotional skills</p> <ul style="list-style-type: none"> ● Persevere when finding a challenge difficult ● Understand what their best looks like and work hard to achieve it ● Begin to use rules showing awareness of fairness and honesty ● Show an awareness of how other people feel <p>Thinking skills</p> <ul style="list-style-type: none"> ● Pupils make quicker decisions when selecting and applying skills to a situation e.g. who to pass to and where to move ● Select and apply from a wider range of skills and actions in response to a task ● Provide feedback using key terminology 	<ul style="list-style-type: none"> ● Show balance, co-ordination and technique when running at different speeds, stopping with control. ● Link running, hopping and jumping actions using different take offs and landing. ● Jump for distance and height with an awareness of technique. ● Throw a variety of objects, changing action for accuracy and distance. ● Demonstrate balance when performing other fundamental skills. ● Show balance when changing direction in combination with other skills. ● Can co-ordinate their bodies with increased consistency in a variety of activities. 	<p>Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Jumping and Hopping: know that if I jump and land in quick succession, the momentum will help me to jump further.</p> <p>Throwing: understand that the speed of the movement helps to create power.</p> <p>Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</p> <p>Agility: understand how agility helps us with everyday tasks.</p> <p>Balance: understand how balance helps us with everyday tasks.</p> <p>Co-ordination: understand how co-ordination helps us with everyday tasks.</p> <p>Speed: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Strength: know that when completing strength activities, they need to be performed slowly and with control to help me to stay safe.</p> <p>Stamina: understand how stamina helps us in other life activities.</p>

Year 4 – F.M.S

through fundamentals, fitness and athletics

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of Physical Skills
<ul style="list-style-type: none"> ● Pupils should enjoy communicating, collaborating and competing with each other. ● Pupils should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. ● Pupils should develop running, jumping, throwing and catching in isolation and in combination. ● Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success. ● Pupils should be taught to develop flexibility, strength, technique, control and balance. ● Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best. ● Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. 	<p>Social skills</p> <ul style="list-style-type: none"> ● Encourage and motivate others to work to their personal best ● Work with others to achieve a shared goal ● Work with others to self-manage games <p>Emotional skills</p> <ul style="list-style-type: none"> ● Persevere when finding a challenge difficult ● Understand what their best looks like and work hard to achieve it ● Begin to use rules showing awareness of fairness and honesty ● Show an awareness of how other people feel <p>Thinking skills</p> <ul style="list-style-type: none"> ● Pupils make quicker decisions when selecting and applying skills to a situation e.g. who to pass to and where to move ● Select and apply from a wider range of skills and actions in response to a task Provide feedback using key terminology 	<ul style="list-style-type: none"> ● Demonstrate how and when to speed up and slow down when running. ● Link hopping and jumping actions with some control. ● Jump for distance and height showing balance and control. ● Throw with some accuracy and power towards a target area. ● Demonstrate good balance when performing other fundamental skills. ● Show balance when changing direction at speed in combination with other skills. ● Begin to co-ordinate their body at speed in response to a task. 	<p>Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Jumping: understand that transferring weight will help me to jump further.</p> <p>Throwing: understand that transferring weight will help me to throw further.</p> <p>Hopping: know that swinging my non-hopping foot helps to create momentum.</p> <p>Skipping: understand that keeping my chest up helps me to stay balanced.</p> <p>Agility: know that keeping my elbows bent when changing direction will help me to stay balanced.</p> <p>Balance: understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>Co-ordination: understand that if I begin in a ready position I can react quicker.</p> <p>Speed: understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Strength: understand that strength comes from different muscles and know how I can improve my strength.</p> <p>Stamina: understand that I need to pace myself when running further or for a long period of time.</p>

Year 5 – F.M.S

through fundamentals, fitness and athletics

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of Physical Skills
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<ul style="list-style-type: none"> ● Pupils should enjoy communicating, collaborating and competing with each other. ● Pupils should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. ● Pupils should develop running, jumping, throwing and catching in isolation and in combination. ● Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success. ● Pupils should be taught to develop flexibility, strength, technique, control and balance. ● Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best. ● Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. 	<p>Social skills</p> <ul style="list-style-type: none"> ● Share ideas with others and work together to decide on the best approach to a task ● Lead others and show consideration of including all within a group ● Communicate with others clearly and effectively <p>Emotional skills</p> <ul style="list-style-type: none"> ● Understand what maximum effort looks like and show determination to achieve it ● Use different strategies to persevere to achieve personal best ● Compete within the rules showing fair play and honesty when playing independently ● Confident to attempt tasks and challenges outside of their comfort zone <p>Thinking skills</p> <ul style="list-style-type: none"> ● Reflect and evaluate their performances, both as a group and as an individual, and suggest areas of improvement ● Recognise and explain their thought process when playing games or completing tasks e.g. I moved here because my teammate was over there ● Select and apply appropriate skills for the situation when under pressure 	<ul style="list-style-type: none"> ● Run at the appropriate speed over longer distances or for longer periods of time. ● Show control at take-off and landing in more complex jumping activities. ● Perform a range of more complex jumps showing some technique. ● Show accuracy and power when throwing for distance. ● Demonstrate good balance and control when performing other fundamental skills. ● Demonstrate improved body posture and speed when changing direction. ● Can co-ordinate a range of body parts at increased speed. 	<p>Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances.</p> <p>Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps.</p> <p>Throwing: know how to transfer my weight in different throws to increase the distance.</p> <p>Hopping: understand that there are different techniques for different situations.</p> <p>Skipping: understand that people will have varying levels of skipping ability and that I can get better with practice.</p> <p>Agility: understand that to change direction I push off my outside foot and turn my hips.</p> <p>Balance: understand that dynamic balances are harder than static balances as my centre of gravity changes.</p> <p>Co-ordination: understand that people will have varying levels of co-ordination and that I can get better with practice.</p> <p>Speed: understand that taking big consistent strides will help to create a rhythm that allows me to run faster.</p> <p>Strength: know the muscles I am using by name.</p> <p>Stamina: understand that keeping a steady breath will help me to move for longer periods of time</p>
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Year 6 – F.M.S

through fundamentals, fitness and athletics

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of Physical Skills
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<ul style="list-style-type: none"> ● Pupils should enjoy communicating, collaborating and competing with each other. ● Pupils should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. ● Pupils should develop running, jumping, throwing and catching in isolation and in combination. ● Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success. ● Pupils should be taught to develop flexibility, strength, technique, control and balance. ● Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best. ● Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. 	<p>Social skills</p> <ul style="list-style-type: none"> ● Share ideas with others and work together to decide on the best approach to a task ● Lead others and show consideration of including all within a group ● Communicate with others clearly and effectively <p>Emotional skills</p> <ul style="list-style-type: none"> ● Understand what maximum effort looks like and show determination to achieve it ● Use different strategies to persevere to achieve personal best ● Compete within the rules showing fair play and honesty when playing independently ● Confident to attempt tasks and challenges outside of their comfort zone <p>Thinking skills</p> <ul style="list-style-type: none"> ● Reflect and evaluate their performances, both as a group and as an individual, and suggest areas of improvement ● Recognise and explain their thought process when playing games or completing tasks e.g. I moved here because my teammate was over there ● Select and apply appropriate skills for the situation when under pressure 	<ul style="list-style-type: none"> ● Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. ● Link running, jumping and hopping actions with greater control and co-ordination. ● Perform jumps for height and distance using good technique. ● Show accuracy and good technique when throwing for distance. ● Show fluency and control when travelling, landing, stopping and changing direction. ● Change direction with a fluent action and can transition smoothly between varying speeds. ● Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. 	<p>Running: understand that I need to prepare my body for running and know the muscle groups I will need to use.</p> <p>Jumping: understand that a run up builds speed and power and enables me to jump further.</p> <p>Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.</p> <p>Skipping: understand that skipping helps to develop co-ordination, stamina and balance.</p> <p>Agility: understand that agility requires speed, strength, good balance and co-ordination.</p> <p>Balance: know where and when to apply force to maintain control and balance.</p> <p>Co-ordination: understand that co-ordination also requires good balance and know how to achieve this.</p> <p>Speed: know that speed can be improved by training and know which speed to select for the distance.</p> <p>Strength: understand that I can build up my strength by practicing in my own time.</p> <p>Stamina: know which exercises can develop stamina and understand that it can be improved by training over time.</p>
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EYFS - OAA

through team building and OAA

EYFS Framework	Building Character	Physical Competence	Knowledge of Physical Skills
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<p>Early Learning Goals: Personal, Social and Emotional Development ELG:</p> <ul style="list-style-type: none"> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge -Explain the reasons for rules, know right from wrong and try to behave accordingly -Work and play co-operatively and take turns with others -Show sensitivity to their own and to others' needs <p>Physical Development ELG:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others -Demonstrate strength, balance and coordination when playing -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<p>Social Skills:</p> <ul style="list-style-type: none"> • Take turns. • Learn to share equipment with others. • Share their ideas with others. <p>Emotional Skills</p> <ul style="list-style-type: none"> • Try again if they do not succeed. • Practise skills independently • Confident to try new tasks and challenges. <p>Thinking Skills</p> <ul style="list-style-type: none"> • Begin to identify personal success. • Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping. • Begin to provide simple feedback saying what they liked or thought was good about someone else's performance. 	<ul style="list-style-type: none"> • Follow simple instructions. • Share their ideas with others. • Explore activities making own decisions in response to a task. • Make decisions about where to move in space. • Follow a path. • Begin to identify personal success. 	<p>Problem solving: make simple decisions in response to a task.</p> <p>Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe.</p> <p>Communication: know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'.</p> <p>Reflection: begin to identify when I am successful.</p> <p>Rules: know that rules help us to stay safe.</p>
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Nightingale Primary School

Year 1 - OAA

through team building and OAA

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of Physical Skills
<ul style="list-style-type: none"> ● Pupils 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 be taught to participate in team games. 	<p>Social Skills</p> <ul style="list-style-type: none"> ● Encourage others to keep trying. ● Talk to a partner about their ideas and take turns to listen to each other. ● Work with a partner and small group to play games and solve challenges. <p>Emotional Skills</p> <ul style="list-style-type: none"> ● Show determination to continue working over a longer period of time. ● Determined to complete the challenges and tasks set. ● Explore skills independently before asking for help. ● Confident to share ideas, contribute to class discussion and perform in front of others. <p>Thinking Skills</p> <ul style="list-style-type: none"> ● Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. ● Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. ● Provide feedback beginning to use key words from the lesson. 	<ul style="list-style-type: none"> ● Follow instructions. ● Begin to work with a partner and a small group. ● Understand the rules of the game and suggest ideas to solve simple tasks. ● Copy a simple diagram/map. ● Identify own and others' success. 	<p>Problem solving: know that working collaboratively with others will help to solve challenges.</p> <p>Navigational skills: know that deciding which way to go before starting will help me.</p> <p>Communication: know that using short instructions will help my partner e.g. start/stop.</p> <p>Reflection: identify when I am successful and make basic observations about how to improve.</p> <p>Rules: know that rules help us to play fairly</p>

Year 2 - OAA
through team building and OAA

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of Physical Skills
<ul style="list-style-type: none"> ● Pupils 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 be taught to participate in team games. 	<p>Social Skills</p> <ul style="list-style-type: none"> ● Encourage others to keep trying. ● Talk to a partner about their ideas and take turns to listen to each other. ● Work with a partner and small group to play games and solve challenges. <p>Emotional Skills</p> <ul style="list-style-type: none"> ● Show determination to continue working over a longer period of time. ● Determined to complete the challenges and tasks set. ● Explore skills independently before asking for help. ● Confident to share ideas, contribute to class discussion and perform in front of others. <p>Thinking Skills</p> <ul style="list-style-type: none"> ● Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. ● Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. ● Provide feedback beginning to use key words from the lesson. 	<ul style="list-style-type: none"> ● Follow instructions accurately. ● Work co-operatively with a partner and a small group, taking turns and listening to each other. ● Try different ideas to solve a task. ● Follow and create a simple diagram/map. ● Understand when a challenge is solved successfully and begin to suggest simple ways to improve. 	<p>Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of.</p> <p>Navigational skills: understand that the map tells us what to do.</p> <p>Communication: know to use encouraging words when speaking to a partner or group to help them to trust me.</p> <p>Reflection: verbalise when I am successful and areas that I could improve.</p> <p>Rules: know how to follow and apply simple rules.</p>

Year 3 - OAA
through team building and OAA

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of Physical Skills
<ul style="list-style-type: none"> ● Pupils should enjoy communicating, collaborating and competing with each other. ● Pupils should take part in outdoor and adventurous activity challenges both individually and within a team. 	<p>Social skills</p> <ul style="list-style-type: none"> ● Encourage and motivate others to work to their personal best ● Work with others to achieve a shared goal ● Work with others to self-manage games <p>Emotional skills</p> <ul style="list-style-type: none"> ● Persevere when finding a challenge difficult ● Understand what their best looks like and work hard to achieve it ● Begin to use rules showing awareness of fairness and honesty ● Show an awareness of how other people feel <p>Thinking skills</p> <ul style="list-style-type: none"> ● Pupils make quicker decisions when selecting and applying skills to a situation e.g. who to pass to and where to move ● Select and apply from a wider range of skills and actions in response to a task <p>Provide feedback using key terminology</p>	<ul style="list-style-type: none"> ● Follow instructions from a peer and give simple instructions. ● Work collaboratively with a partner and a small group, listening to and accepting others' ideas. ● Plan and attempt to apply strategies to solve problems. ● Orientate and follow a diagram/map. ● Reflect on when and why challenges are solved successfully and use others' success to help them to improve. 	<p>Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea.</p> <p>Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out.</p> <p>Communication: know to take turns when giving ideas and not to interrupt each other.</p> <p>Reflection: reflect on when and why I am successful at solving challenges.</p> <p>Rules: know that using the rules honestly will help to keep myself and others safe.</p>

Nightingale Primary School

through team building and OAA

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of Physical Skills
<ul style="list-style-type: none"> ● Pupils should enjoy communicating, collaborating and competing with each other. ● Pupils should take part in outdoor and adventurous activity challenges both individually and within a team. 	<p>Social skills</p> <ul style="list-style-type: none"> ● Encourage and motivate others to work to their personal best ● Work with others to achieve a shared goal ● Work with others to self-manage games <p>Emotional skills</p> <ul style="list-style-type: none"> ● Persevere when finding a challenge difficult ● Understand what their best looks like and work hard to achieve it ● Begin to use rules showing awareness of fairness and honesty ● Show an awareness of how other people feel <p>Thinking skills</p> <ul style="list-style-type: none"> ● Pupils make quicker decisions when selecting and applying skills to a situation e.g. who to pass to and where to move ● Select and apply from a wider range of skills and actions in response to a task ● Provide feedback using key terminology 	<ul style="list-style-type: none"> ● Accurately follow instructions given by a peer and give clear and usable instructions to a peer. ● Confidently communicate ideas and listen to others before deciding on the best approach. ● Plan and apply strategies to solve problems. ● Identify key symbols on a map and use a key to help navigate around a grid. ● Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements. 	<p>Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.</p> <p>Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it.</p> <p>Communication: understand that there are different types of communication and that I can communicate without talking.</p> <p>Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges.</p> <p>Rules: understand the importance of working with integrity.</p>

Year 5 - OAA

through team building and OAA

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of Physical Skills
<ul style="list-style-type: none"> ● Pupils should enjoy communicating, collaborating and competing with each other. ● Pupils should take part in outdoor and adventurous activity challenges both individually and within a team. 	<p>Social skills</p> <ul style="list-style-type: none"> ● Share ideas with others and work together to decide on the best approach to a task ● Lead others and show consideration of including all within a group ● Communicate with others clearly and effectively <p>Emotional skills</p> <ul style="list-style-type: none"> ● Understand what maximum effort looks like and show determination to achieve it ● Use different strategies to persevere to achieve personal best ● Compete within the rules showing fair play and honesty when playing independently ● Confident to attempt tasks and challenges outside of their comfort zone <p>Thinking skills</p> <ul style="list-style-type: none"> ● Reflect and evaluate their performances, both as a group and as an individual, and suggest areas of improvement ● Recognise and explain their thought process when playing games or completing tasks e.g. I moved here because my teammate was over there ● Select and apply appropriate skills for the situation when under pressure 	<ul style="list-style-type: none"> ● Use clear communication when working in a group and taking on different roles. ● Begin to lead others, providing clear instructions. ● Plan and apply strategies with others to more complex challenges. ● Orientate a map confidently using it to navigate around a course. ● Explain why a particular strategy worked and alter methods to improve. 	<p>Problem solving: 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 solution.</p> <p>Navigational skills: use a key to identify objects and locations.</p> <p>Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve.</p> <p>Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p>

Year 6 - OAA

through team building and OAA

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of Physical Skills
<ul style="list-style-type: none"> ● Pupils should enjoy communicating, collaborating and competing with each other. ● Pupils should take part in outdoor and adventurous activity challenges both individually and within a team. 	<p>Social skills</p> <ul style="list-style-type: none"> ● Share ideas with others and work together to decide on the best approach to a task ● Lead others and show consideration of including all within a group ● Communicate with others clearly and effectively <p>Emotional skills</p> <ul style="list-style-type: none"> ● Understand what maximum effort looks like and show determination to achieve it ● Use different strategies to persevere to achieve personal best ● Compete within the rules showing fair play and honesty when playing independently ● Confident to attempt tasks and challenges outside of their comfort zone <p>Thinking skills</p> <ul style="list-style-type: none"> ● Reflect and evaluate their performances, both as a group and as an individual, and suggest areas of improvement ● Recognise and explain their thought process when playing games or completing tasks e.g. I moved here because my teammate was over there <p>Select and apply appropriate skills for the situation when under pressure</p>	<ul style="list-style-type: none"> ● Communicate with others clearly and effectively when under pressure. ● Confident to lead others and show consideration of including all within a group. ● Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. ● Confidently and efficiently orientate a map, identifying key features to navigate around a course. ● Accurately reflect on when challenges are solved successfully and suggest well thought out improvements. 	<p>Problem solving: understand that being able to solve problems is an important life skill.</p> <p>Navigational skills: understand why having good navigational skills are important.</p> <p>Communication: know that good communication skills are key to solving problems and working effectively as a team.</p> <p>Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve.</p> <p>Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules</p>

Year 1- Swimming

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of physical skills
<ul style="list-style-type: none"> ● Swim competently, confidently and proficiently over a distance of at least 25 metres ● Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ● Perform safe self-rescue in different water-based situations 	<p>Social skills</p> <ul style="list-style-type: none"> ● Encourage others to keep trying ● Talk to a partner about their ideas and take turns to listen to each other ● Work with a partner and small group to play games and solve challenges <p>Emotional skills</p> <ul style="list-style-type: none"> ● Show determination to continue working over a longer period of time ● Be determined to complete the challenges and tasks set ● Explore skills independently before asking for help ● Confident to share ideas, contribute to class discussion and perform in front of others <p>Thinking skills</p> <ul style="list-style-type: none"> ● Make decisions when presented with a simple challenge e.g. move to an open space towards goal ● Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus ● Provide feedback beginning to use key words from the lesson 	<ul style="list-style-type: none"> ● Submerge and regain feet in the water ● Breathe in sync with an isolated kicking action from poolside ● Use arms and legs together to move effectively across a short distance in the water ● Glide on front and back over short distances ● Float on front and back for short periods of time ● Confidently roll from front to back and then regain a standing position 	<p>Strokes: understand that using cupped hands will help me to swim as the water cannot escape between my fingers.</p> <p>Breathing: know that I need to take a big breath before submerging.</p> <p>Water safety: understand that floating can help me to stay safe.</p> <p>Rules: know that walking on poolside helps to keep me safe.</p>

Year 2- Swimming

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of physical skills
<ul style="list-style-type: none"> ● Swim competently, confidently and proficiently over a distance of at least 25 metres ● Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ● Perform safe self-rescue in different water-based situations 	<p>Social skills</p> <ul style="list-style-type: none"> ● Encourage others to keep trying ● Talk to a partner about their ideas and take turns to listen to each other ● Work with a partner and small group to play games and solve challenges <p>Emotional skills</p> <ul style="list-style-type: none"> ● Show determination to continue working over a longer period of time ● Be determined to complete the challenges and tasks set ● Explore skills independently before asking for help ● Confident to share ideas, contribute to class discussion and perform in front of others <p>Thinking skills</p> <ul style="list-style-type: none"> ● Make decisions when presented with a simple challenge e.g. move to an open space towards goal ● Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus ● Provide feedback beginning to use key words from the lesson 	<ul style="list-style-type: none"> ● Submerge and regain feet in the water ● Breathe in sync with an isolated kicking action from poolside ● Use arms and legs together to move effectively across a short distance in the water ● Glide on front and back over short distances ● Float on front and back for short periods of time ● Confidently roll from front to back and then regain a standing position 	<p>Strokes: understand that moving my arms quickly will help me to pass through the water.</p> <p>Breathing: know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater.</p> <p>Water safety: understand that floating uses less energy than swimming.</p> <p>Rules: know how to safely enter and exit the pool.</p>

Year 3- Swimming

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of physical skills
<ul style="list-style-type: none"> ● Swim competently, confidently and proficiently over a distance of at least 25 metres ● Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ● Perform safe self-rescue in different water-based situations 	<p>Social skills</p> <ul style="list-style-type: none"> ● Encourage and motivate others to work to their personal best ● Work with others to achieve a shared goal ● Work with others to self-manage games <p>Emotional skills</p> <ul style="list-style-type: none"> ● Persevere when finding a challenge difficult ● Understand what their best looks like and work hard to achieve it ● Begin to use rules showing awareness of fairness and honesty ● Show an awareness of how other people feel <p>Thinking skills</p> <ul style="list-style-type: none"> ● Pupils make quicker decisions when selecting and applying skills to a situation e.g. who to pass to and where to move ● Select and apply from a wider range of skills and actions in response to a task ● Provide feedback using key terminology 	<ul style="list-style-type: none"> ● Confidently and consistently retrieve an object from the floor with the same breath ● Begin to co-ordinate strokes, showing some consistency in timing ● Demonstrate a fair level of technique, consistency co-ordinating the correct body parts in a range of strokes ● Combine gliding and floating on front and back over an increased distance ● Float on front and back using different shapes with increased control ● Comfortably demonstrate sculling head first, feet first and treading water 	<p>Strokes: know that lifting my hips will help me to stay afloat whilst swimming.</p> <p>Breathing: know that turning my head to the side to breathe will allow me to swim with good technique.</p> <p>Water safety: know that treading water enables me to keep upright and in the same space.</p> <p>Rules: know that the water should be clear of swimmers before entering.</p>

Year 4- Swimming

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of physical skills
<ul style="list-style-type: none"> ● Swim competently, confidently and proficiently over a distance of at least 25 metres. ● Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. ● Perform safe self-rescue in different water-based situations 	<p>Social skills</p> <ul style="list-style-type: none"> ● Encourage and motivate others to work to their personal best ● Work with others to achieve a shared goal ● Work with others to self-manage games <p>Emotional skills</p> <ul style="list-style-type: none"> ● Persevere when finding a challenge difficult ● Understand what their best looks like and work hard to achieve it ● Begin to use rules showing awareness of fairness and honesty ● Show an awareness of how other people feel <p>Thinking skills</p> <ul style="list-style-type: none"> ● Pupils make quicker decisions when selecting and applying skills to a situation e.g. who to pass to and where to move ● Select and apply from a wider range of skills and actions in response to a task ● Provide feedback using key terminology 	<ul style="list-style-type: none"> ● Confidently and consistently retrieve an object from the floor with the same breath ● Begin to co-ordinate strokes, showing some consistency in timing ● Demonstrate a fair level of technique, consistency co-ordinating the correct body parts in a range of strokes ● Combine gliding and floating on front and back over an increased distance ● Float on front and back using different shapes with increased control ● Comfortably demonstrate sculling head first, feet first and treading water 	<p>Strokes: understand that keeping my legs together for crawl helps me to stay straight in the water.</p> <p>Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath.</p> <p>Water safety: know what to do if I fall in the water.</p> <p>Rules: understand the water safety rules.</p>

Year 5- Swimming

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of physical skills
<ul style="list-style-type: none"> ● Swim competently, confidently and proficiently over a distance of at least 25 metres. ● Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. ● Perform safe self-rescue in different water-based situations 	<p>Social skills</p> <ul style="list-style-type: none"> ● Share ideas with others and work together to decide on the best approach to a task ● Lead others and show consideration of including all within a group ● Communicate with others clearly and effectively <p>Emotional skills</p> <ul style="list-style-type: none"> ● Understand what maximum effort looks like and show determination to achieve it ● Use different strategies to persevere to achieve personal best ● Compete within the rules showing fair play and honesty when playing independently ● Confident to attempt tasks and challenges outside of their comfort zone <p>Thinking skills</p> <ul style="list-style-type: none"> ● Reflect and evaluate their performances, both as a group and as an individual, and suggest areas of improvement ● Recognise and explain their thought process when playing games or completing tasks e.g. I moved here because my teammate was over there ● Select and apply appropriate skills for the situation when under pressure 	<ul style="list-style-type: none"> ● Confidently combine skills to retrieve an object from greater depth ● Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes ● Confidently demonstrate good technique in a wider range of strokes over increased distances ● Combine gliding and transitioning into an appropriate stroke with good control ● Confidently link a variety of floating actions, together demonstrating good technique and control ● Select and apply the appropriate survival technique to a situation 	<p>Strokes: understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster.</p> <p>Breathing: know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides.</p> <p>Water safety: know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.</p> <p>Rules: understand rules in and around water.</p>

Year 6- Swimming

National Curriculum Objectives	Building Character	Physical Competence	Knowledge of physical skills
<ul style="list-style-type: none"> ● Swim competently, confidently and proficiently over a distance of at least 25 metres. ● Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. ● Perform safe self-rescue in different water-based situations 	<p>Social skills</p> <ul style="list-style-type: none"> ● Share ideas with others and work together to decide on the best approach to a task ● Lead others and show consideration of including all within a group ● Communicate with others clearly and effectively <p>Emotional skills</p> <ul style="list-style-type: none"> ● Understand what maximum effort looks like and show determination to achieve it ● Use different strategies to persevere to achieve personal best ● Compete within the rules showing fair play and honesty when playing independently ● Confident to attempt tasks and challenges outside of their comfort zone <p>Thinking skills</p> <ul style="list-style-type: none"> ● Reflect and evaluate their performances, both as a group and as an individual, and suggest areas of improvement ● Recognise and explain their thought process when playing games or completing tasks e.g. I moved here because my teammate was over there ● Select and apply appropriate skills for the situation when under pressure 	<ul style="list-style-type: none"> ● Confidently combine skills to retrieve an object from greater depth ● Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes ● Confidently demonstrate good technique in a wider range of strokes over increased distances ● Combine gliding and transitioning into an appropriate stroke with good control ● Confidently link a variety of floating actions, together demonstrating good technique and control ● Select and apply the appropriate survival technique to a situation 	<p>Strokes: understand that making my body streamlined helps me to glide through the water.</p> <p>Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.</p> <p>Water safety: know which survival technique to use for the situation.</p> <p>Rules: understand that different environments have different rules to keep us safe around water.</p>

