



# KMA PROGRESSION IN PE



King's Meadow Academy

King's Meadow Academy

## DATE

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## REVIEW DATE

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## SUBJECT LEADER

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This document aims to give guidance on the progression of PE knowledge and skills across the year groups.

It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils).

Their increasingly critical thinking should be reflected in their attitude towards the world and the increasing confidence they have to express views and feelings independently.

In PE, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In PE, the following approaches will be used, and be evident in pupil discussion, observations and work in books, in order to ensure that the PE learning opportunities and skill development are as effective as possible and that pupils progress throughout the year and across year groups during their PE experiences in school:

### TEACHING SEQUENCE IN PE

The Big Picture' – setting the PE learning that is about to take place within the chronology of pupils PE learning and skill development to date. Starting with what the children know, understand, are able to do and able to say.

Review most recent learning in PE.

Specify key vocabulary to be used and its meaning

Specify key skills to be used

Provide opportunities for the children to work interactively

Provide opportunities for children to critically review their own work and that of others

Individual reflection on the learning and skill development that has taken place.

### Meta-cognition in PE

|                                      |   |
|--------------------------------------|---|
| <b>Activating prior knowledge</b>    | The teacher discusses with children the learnt strategies and content in previous reading lessons   |
| <b>Explicit strategy instruction</b> | The teacher explicitly explains how to organise their ideas, with the emphasis on the cognitive strategy 'cause and effect' model' to help them organise and plan |
| <b>Modelling of learned strategy</b> | Use initial notes to model one part of the strategy   |
| <b>Memorisation of strategy</b>      | The teacher tests if pupils have memorised the key aspects of the strategy through questions and discussions  |
| <b>Guided practice</b>               | The teacher models one further example with the whole group, with pupils verbally contributing ideas  |
| <b>Independence practice</b>         | Pupils complete their own task  |
| <b>Structured reflection</b>         | The teacher encourages pupils to reflect on how appropriate the model was, how successfully they applied it, and how they might use it in the future.             |



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## DANCE

| Year  | EYFS  | Year 1  | Year 2  | Year 3  | Year 4  | Year 5   | Year 6  |
|---|---|---|---|---|---|--|---|
| <b>Acquiring and developing skills</b>                                | Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. | Explore movement ideas and respond imaginatively to a range of stimuli. Move confidently and safely in their own and general space, using changes of speed, level and direction | Explore, remember, repeat and link a range of actions with coordination, control<br>An awareness of the expressive qualities of dance                         | Improvise freely on their own and with a partner, translating ideas from a stimulus into movement   | Explore and create characters and narratives in response to a range of stimuli  | Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group  | Explore, improvise and combine movement ideas fluently and effectively  |
| <b>Selecting and applying skills, tactics and compositional ideas</b> | Copy a sequence of actions.   | Compose and link movement to make simple dances with clear beginnings, middles and ends<br><br>Perform movement phrases using a range of body actions and body parts            | Compose and perform dance phrases and short dances that express.<br><br>Communicate moods, ideas and feelings choosing and varying simple compositional ideas | Create and link dance phrases using a simple dance structure or motif<br><br>Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups | Use simple choreographic principles to create motifs and narrative<br><br>Perform complex dance phrases and dances that communicate character and narrative | Compose dances by using adapting and developing steps, formations and patterning from different dance styles<br><br>Perform dances expressively, using a range of performance skills | Create and structure motifs, phrases, sections and whole dances<br><br>Begin to use basic compositional principles when creating their dances |
| <b>Knowledge and understanding of fitness and health</b>              | Recognise how their body feels when still and exercising  | Recognise how their body feels when still and exercising  | Recognise and describe how different dance activities make them feel<br><br>Understand the importance of warming up and cooling down                          | Keep up activity over a period of time and know they need to warm up and cool down for dance  | Know and describe what you need to do to warm up and cool down for dance  | Organise their own warm-up and cooldown activities to suit the dance<br><br>Show an understanding of why it is important to warm   | Understand why dance is good for their fitness, health and wellbeing<br><br>Prepare effectively for dancing                                   |
| <b>Evaluating and improving performance</b>                           | Copy, watch and describe dance movement   | Talk about dance ideas inspired by different stimuli<br><br>Copy, watch and describe dance movement   | Watch and describe dance phrases and dances and use what they learn to improve their own work   | Describe and evaluate some of the compositional features of dances performed with a partner and in a group<br>Talk about how they might improve their dances  | Describe, interpret and evaluate their own and others' dances, taking account of character and narrative  | Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context  | Understand how a dance is formed and performed<br><br>Evaluate, refine and develop their own and others work                                  |

**VOCABULARY**

| IN ADDITION TO PREVIOUS YEARS:   | IN ADDITION TO PREVIOUS YEARS:  | IN ADDITION TO PREVIOUS YEARS:  | IN ADDITION TO PREVIOUS YEARS:  | IN ADDITION TO PREVIOUS YEARS:   | IN ADDITION TO PREVIOUS YEARS:             | IN ADDITION TO PREVIOUS YEARS:                                  | IN ADDITION TO PREVIOUS YEARS: |
|--|---|---|---|--|--|---|--------------------------------|
| Warm up<br>Cool down<br>Large movements<br>Small movements<br>Move<br>Health<br>Explore<br>Performance<br>Perform<br>Diet<br>Exercise<br>Healthy<br>Safe<br>Space<br>Music<br>Copy<br>Watch<br>Equipment<br>Travel<br>Spinning<br>Turning<br>Rolling<br>Jump<br>Timing | Compose<br>Timing<br>Gesture<br>Dance phrase<br>Choreography<br>Routine<br>Formation<br>Rhythm<br>Direction<br>Spinning<br>Turning<br>Speeds<br>Levels<br>Describe<br>Beats | Pattern<br>Express<br>Pathways<br>Spring<br>Tension<br>Control<br>Extension | Gesture<br>Mimic<br>Mime<br>Flow<br>Motif<br>Machinery<br>Robotic<br>Aesthetic<br>Dynamic<br>Transition<br>Rotation | Choreograph<br>Bouncy<br>Rio de Janeiro<br>Samba<br>Formation<br>Canon<br>Narrative<br>Character<br>Stimuli<br>Improvise | Stillness<br>Clarity<br>Action<br>Reaction | Combine<br>Structure<br>Fluent Fitness<br>Health and well being |                                |

## GAMES

| Year                                   |                                     | EYFS   | Year 1   | Year 2  | Year 3   | Year 4  | Year 5   | Year 6   |
|--|-------------------------------------|--|--|---|--|---|--|--|
| <b>Acquiring and developing skills</b> | <b><u>Striking and Hitting</u></b>  | Hit a ball with a bat or racquet.  | Use hitting skills in a game.<br>Practise basic striking, sending and receiving  | Strike or hit a ball with increasing control.<br>Learn skills for playing striking and fielding games.<br>Position the body to strike a ball  | Demonstrate successful hitting and striking skills<br>Develop a range of skills in striking (fielding where appropriate).<br>Practise the correct batting technique and use it in a game.<br>Strike the ball for distance.   | Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.<br>Accurately serve underarm.<br>Build a rally with a partner.<br>Use at least two different shots in a game situation.<br>Use hand-eye coordination to strike a moving and a stationary ball. | Use different techniques to hit a ball<br>Identify and apply techniques for hitting a tennis ball.<br>Explore when different shots are best used.<br>Develop a backhand technique and use it in a game.<br>Practise techniques for all strokes.<br>Play a tennis game using an overhead serve. | Hit a bowled ball over longer distances.<br>Use coordination to be able to direct a ball when striking or hitting.<br>Understand how to serve in order to start a game.<br>good hand-eye |
|  | <b><u>Throwing and Catching</u></b> | Roll equipment in different ways.<br>Throw underarm.<br>Throw an object at a target.<br>Catch equipment using two hands. | Throw underarm and overarm.<br>Catch and bounce a ball.<br>Use rolling skills in a game<br>Practise accurate throwing and consistent catching. | Throw different types of equipment in different ways, for accuracy and distance.<br>Throw, catch and bounce a ball with a partner.<br>Use throwing and catching skills in a game.<br>Throw a ball for distance.<br>Use hand-eye co-ordination to control a ball.<br>Vary types of throw used. | Throw and catch with greater control and accuracy.<br>Practise the correct technique for catching a ball and use it in a game.<br>Perform a range of catching and gathering skills with control.<br>Catch with increasing control and accuracy.<br>Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl. | Develop different ways of throwing and catching.  | Consolidate different ways of throwing and catching, and know when each is appropriate in a game.  | Throw and catch accurately and successfully under pressure in a game.  |

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|  | <b><u>Travelling with a ball</u></b> | Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.          | Travel with a ball in different ways<br>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. | Bounce and kick a ball whilst moving.<br>Use kicking skills in a game<br>Use dribbling skills in a game.   | Move with the ball in a variety of ways with some control.<br>Use two different ways of moving with a ball in a game. | Move with the ball using a range of techniques showing control and fluency.                                    | Use a variety of ways to dribble in a game with success.<br>Use ball skills in various ways, and begin to link together. | Show confidence in using ball skills in various ways in a game situation, and link these together effectively.                                      |
|  | <b><u>Passing</u></b>                | Kick an object at a target.  | Pass the ball to another player in a game<br>Use kicking skills in a game.  | Know how to pass the ball in different ways  | Pass the ball in two different ways in a game situation with some success.  | Pass the ball with increasing speed, accuracy and success in a game situation.                                 | Pass a ball with speed and accuracy using appropriate techniques in a game situation.                                    | Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move |
|  | <b><u>Possession</u></b>             |  |   |  | Know how to keep and win back possession of the ball in a team game.  | Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. | Keep and win back possession of the ball effectively in a team game.   | Keep and win back possession of the ball effectively and in a variety of ways in a team game.   |
|  | <b><u>Using Space</u></b>            | Move safely around the space and equipment<br>Travel in different ways, including sideways and backwards | Use different ways of travelling in different directions or pathways.<br>Run at different speeds.<br>Begin to use space in a game.                  | Use different ways of travelling at different speeds and following different pathways directions or courses.<br>Change speed and direction whilst running.<br>Begin to choose and use the best space in a game | Find a useful space and get into it to support teammates.   | Make the best use of space to pass and receive the ball  | Demonstrate an increasing awareness of space.  | Demonstrate a good awareness of space   |

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|   | <b><u>Attacking and Defending</u></b>                    | Play a range of chasing games.   | Begin to use the terms attacking and defending.<br>Use simple defensive skills such as marking a player or defending a space.<br>Use simple attacking skills such as dodging to get past a defender.          | Begin to use and understand the terms attacking and defending.<br>Use at least one technique to attack or defend to play a game successfully.   | Use simple attacking and defending skills in a game.<br>Use fielding skills to stop a ball from travelling past them   | Use a range of attacking and defending skills and techniques in a game.<br>Use fielding skills as an individual to prevent a player from scoring.                         | Choose the best tactics for attacking and defending.<br>Shoot in a game.<br>Use fielding skills as a team to prevent the opposition from scoring.  | Think ahead and create a plan of attack or defence.<br>Apply knowledge of skills for attacking and defending.<br>Work as a team to develop fielding strategies to prevent the opposition from scoring. |
|   | <b><u>Tactics and Rules</u></b>                          |  | Follow simple rules to play games, including team games.<br>Use simple attacking skills such as dodging to get past a defender.<br>Use simple defensive skills such as marking a player or defending a space. | Understand the importance of rules in games.<br>Use at least one technique to attack or defend to play a game successfully.   | Apply and follow rules fairly.<br>Understand and begin to apply the basic principles of invasion games.<br>Know how to play a striking and fielding game fairly. | Vary the tactics they use in a game.<br>Adapt rules to alter games.   | Know when to pass and when to dribble in a game.<br>Devise and adapt rules to create their own game.   | Follow and create complicated rules to play a game successfully.<br>Communicate plans to others during a game.<br>Lead others during a game.   |
| <b>Selecting and applying skills, tactics and compositional ideas</b> | Control my body when performing a sequence of movements. | Participate in simple games.<br>Perform using a range of actions and body parts with some coordination.<br>Begin to perform learnt skills with some control.<br>Engage in competitive activities and team games. | Perform sequences of their own composition with coordination.<br>Perform learnt skills with increasing control.<br>Compete against self and others.   | Develop the quality of the actions in their performances.<br>Perform learnt skills and techniques with control and confidence.<br>Compete against self and others in a controlled manner. | Perform and apply skills and techniques with control and accuracy.<br>Take part in a range of competitive games and activities.                                  | Consistently perform and apply skills and techniques with accuracy and control.<br>Take part in competitive games with a strong understanding of tactics and composition. | Perform and apply a variety of skills and techniques confidently, consistently and with precision.<br>Take part in competitive games with a strong understanding of tactics and composition. |  |

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|---|--|--|--|--|--|---|---|
| <p><b>Knowledge and understanding of fitness and health</b></p> | <p>Describe how the body feels when still and when exercising.</p>   | <p>Describe how the body feels before, during and after exercise. Carry and place equipment safely.</p>  | <p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p>   | <p>Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down.</p>                                 | <p>Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p>  | <p>Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p>  | <p>Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.</p>        |
| <p><b>Evaluating and improving performance</b></p>              | <p>Talk about what they have done. Talk about what others have done.</p>   | <p>Watch and describe performances. Begin to say how they could improve.</p>   | <p>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>  | <p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>   | <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>   | <p>Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>  | <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>  |
| <p><b><u>VOCABULARY</u></b></p>                                 | <p>Throw<br/>Catch<br/>Pass<br/>Roll<br/>Bounce<br/>Stop<br/>Looking<br/>Stopping<br/>Warm up<br/>Cool down<br/>Control<br/>Large movements<br/>Small movements<br/>Move<br/>Health<br/>Explore<br/>Diet<br/>Exercise<br/>Healthy<br/>Safety</p> | <p>Actions<br/>Throw<br/>Catch<br/>Pass<br/>Receive<br/>Bounce<br/>Roll<br/>Dribble<br/>Hit<br/>Space<br/>Move<br/>Safety<br/>Looking<br/>stopping<br/>control<br/>target<br/>aiming<br/>Warm up<br/>Cool down</p> | <p>Throw<br/>Catch<br/>Pass<br/>Receive<br/>Bounce<br/>Roll<br/>Control<br/>Dribble<br/>Hit<br/>Space<br/>Move<br/>Safety<br/>Looking<br/>Stopping<br/>Evaluate<br/>controlling<br/>defender<br/>attackers<br/>Rules<br/>Warm up</p> | <p>Dribble<br/>Send<br/>Pass<br/>Receive<br/>Calling<br/>Signalling<br/>Space<br/>Movement<br/>scoring<br/>High<br/>Low<br/>Tactics<br/>Space<br/>Opponent<br/>target<br/>throw<br/>catch<br/>Evaluate<br/>feed<br/>aiming</p> | <p>Low<br/>Space<br/>Opponent<br/>target<br/>throw<br/>catch<br/>feed<br/>aiming<br/>Chest pass<br/>agility<br/>push pass<br/>Bounce pass<br/>Opponent<br/>Movement<br/>Accurate<br/>dodging<br/>Control<br/>Signalling<br/>Evaluate<br/>Tactics</p> | <p>Chest pass<br/>push pass<br/>space<br/>opponent<br/>target<br/>movement<br/>accurate<br/>control<br/>signalling<br/>balance<br/>strength<br/>agility<br/>Throw<br/>Send<br/>Receive<br/>Catch<br/>Calling<br/>dodging<br/>Striking<br/>Hitting</p> | <p>Dribble<br/>Pass<br/>Invasion<br/>Signal<br/>Receive<br/>Tackle<br/>Defend<br/>Attack<br/>Accuracy<br/>team work<br/>strategy<br/>agility<br/>space<br/>control<br/>dodging<br/>technique<br/>Throw<br/>Send<br/>Catch<br/>Calling</p> |

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|--|-------------------------------------|--|------------------------------------|---|---|---|---|
|  | Space<br>Copy<br>Watch<br>Equipment |  | Cool down<br>Calling<br>Signalling | striking<br>hitting<br>Rules<br>Overarm<br>under arm<br>fielding<br>Net games<br>chasing<br>rolling<br>barrier<br>space<br>movement<br>team work<br>scoring<br>Warm up<br>Cool down | Overarm<br>under arm<br>Rules<br>Warm up<br>Cool down | Fielding<br>Chasing<br>Rolling<br>Movement<br>team work<br>Overarm<br>under arm<br>scoring<br>Evaluate<br>Health<br>Fitness<br>Well-being<br>Tactical<br>Warm up<br>Cool down | Striking<br>Hitting<br>Fielding<br>Chasing<br>Rolling<br>Bowling<br>Overarm<br>under arm<br>space<br>movement<br>scoring<br>Fitness<br>Well-being<br>Evaluate<br>Warm up<br>Cool down |
|--|-------------------------------------|--|------------------------------------|---|---|---|---|

## GYMNASTICS

| Year                                   |   | EYFS   | Year 1  | Year 2   | Year 3  | Year 4   | Year 5   | Year 6   |
|--|---|--|---|--|---|--|--|--|
| <b>Acquiring and developing skills</b> | <b><u>Sequences and performance</u></b> | Create a short sequence of movements.  | Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence | Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence | Choose ideas to compose a movement sequence independently and with others. Link combinations of actions confidence, including changes of direction, speed or level. | Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move fluency and expression. Develop strength, technique and flexibility throughout performances. | Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit suggestions. Combine equipment with movement to create sequences. new criteria or | Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding jumping, leaping, swinging, vaulting and stretching.      |
|  | <b><u>Stretching and balancing</u></b>  | Roll in different ways with control. Begin to balance with control. Stretch in different ways. | Recognise and copy contrasting actions (small/tall, narrow/wide). Hold still shapes and simple balances. Carry out simple stretches.              | Hold a still shape whilst balancing on different points of the body.   | Develop the quality of their actions, shapes and balances. Create interesting body shapes while holding balances with control and confidence                        | Show changes of direction, speed and level during a performance. Carry out balances, recognising the position of their centre of gravity and how this affects the balance.   | Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance         | Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Develop strength, technique and flexibility throughout performances. shapes, |
|  | <b><u>Travelling</u></b>                | Travel in different ways.  | Travel in different ways, changing direction and speed. Begin to move with control and care.  | Travel in a variety of ways, including rolling. Move with increasing control and care.                         | Use turns whilst travelling in a variety of ways. Move with coordination, control and care. Begin to show flexibility in movements                                  | Travel in different ways, including using flight. Begin to develop good technique when travelling, balancing and using equipment   | Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances.   | Apply skills and techniques consistently, showing precision and control.   |

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|--|--|--|--|---|---|--|--|--|
|  | <b><u>Jumping and use of equipment</u></b> | Jump in a range of ways from one space to another with control<br>Move around, under, over, and through different objects and equipment. | Carry out a range of simple jumps, landing safely.<br>Move around, under, over, and through different objects and equipment.                         | Jump in a variety of ways and land with increasing control and balance<br>Climb onto and jump off the equipment safely. | Use a range of jumps in their sequences.<br>Begin to use equipment to vault with increasing                                       | Improve the placement and alignment of body parts in balances.<br>Use equipment to vault in a variety of ways. | Perform jumps, shapes and balances fluently and with control<br>Confidently use equipment to vault in a variety of ways. | Confidently use equipment to vault and incorporate this into sequences   |
|  | <b><u>Rolls</u></b>                        | Curled side roll (egg roll)<br>Log roll (pencil roll)<br>Teddy bear roll   | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Log roll (controlled)<br>Curled side roll (egg roll) (controlled)<br>Teddy bear roll (controlled) | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS:</u><br><br>Rocking for forward roll<br>Crouched forward roll                   | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Forward roll from standing<br>Tucked backward roll                             | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Straddle forward roll<br>Backward roll to straddle          | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Pike forward roll   | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Dive forward roll<br>Backward roll to standing pike<br>Pike backward roll |
|  | <b><u>Jumps</u></b>                        | Straight jump<br>Tuck jump<br>Jumping jack<br>Half turn jumps  | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Cat spring  | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Cat spring to straddle   | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Star jump<br>Straddle jump<br>Pike jump<br>Straight jump half-turn<br>Cat leap | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Cat leap half-turn  | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Straight jump full-turn<br>Split leap                                 | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Stag jump<br>Split leap<br>Stag leap                                      |
|  | <b><u>Travelling</u></b>                   | Tiptoe, step, jump and hop   | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Hopscotch<br>Skipping<br>Gallop   | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Straight jump half-turn  | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Chassis steps<br>Cat leap  | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Straight jump full turn<br>Cat leap half turn               | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Pivot   | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u>  |

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|  | <b><u>Shapes and balances</u></b>                                     | Standing balances   | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Standing balances<br>Kneeling balances<br><br>Pike, tuck, star, straight, straddle shapes                               | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Standing balances<br>Kneeling balances<br>Large body part balances<br><br>Balances on apparatus<br><br>Balances with a partner<br><br>Front and back support | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Large and small body part balances, including standing and kneeling balances<br><br>Matching and contrasting partner balances         | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>1, 2, 3 and 4- point balances   | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Part body weight<br>partner balances  | <u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u><br><br>Develop technique, control and complexity of part-weight partner balances<br><br>Group formations   |
|  | <b>Selecting and applying skills, tactics and compositional ideas</b> | Control my body when performing a sequence of movements. Participate in simple games. Perform sequences of their own composition with coordination. | Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games. | Perform learnt skills with increasing control. Compete against self and others.   | Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.      | Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.   | Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. | Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.        |
|  | <b>Knowledge and understanding of fitness and health</b>              | Describe how the body feels when still and when exercising.   | Describe how the body feels before, during and after exercise. Carry and place equipment safely.   | Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.   | Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. | Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. | Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.                                | Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways |

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|   |  |  |   |  |   |  | they can become healthier.  |
| <b>Evaluating and improving performance</b> | Talk about what they have done.<br>Talk about what others have done.   | Watch and describe performances.<br>Begin to say how they could improve.   | Watch and describe performances, and use what they see to improve their own performance.<br>Talk about the differences between their work and that of others.   | Watch, describe and evaluate the effectiveness of a performance.<br>Describe how their performance has improved over time.   | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.<br>Modify their use of skills or techniques to achieve a better result.  | Choose and use criteria to evaluate own and others' performance.<br>Explain why they have used particular skills or techniques, and the effect they have had on their performance.   | Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.   |
| <b><u>VOCABULARY</u></b>                    | Warm up<br>Cool down<br>Control<br>Balance<br>Move<br>Jump<br>Land<br>High<br>Low<br>Shape<br>travel<br>Health<br>Explore<br>Diet<br>Stretch<br>Exercise<br>Healthy<br>Safety<br>Space<br>Copy<br>Watch<br>Equipment | Points<br>Patches<br>high<br>low<br>travel<br>strong (tension)<br>stretch<br>(extension)<br>control<br>Flight<br>Bounce<br>Jump<br>Flexible<br>Balance<br>Stretch<br>Spin<br>Shape<br>Land<br>Wide<br>Narrow<br>Curled<br>Warm up<br>Cool down | High<br>Low<br>Travel<br>Slide<br>Rolling<br>Jump<br>Land<br>Flexible<br>Tension<br>Extension<br>Stretch<br>Balance<br>Spin<br>Shape<br>Linking<br>sequence<br>Technique<br>Warm up<br>Cool down<br>Leap<br>Direction | Pathway<br>Flexible<br>Direct<br>Travel<br>Stretch<br>Wide<br>Thin<br>Long<br>Short<br>Curled<br>Roll<br>Jump<br>Levels<br>Speeds<br>Sequence<br>Contrasting<br>Acceleration<br>deceleration<br>Direction<br>forwards<br>backwards<br>sideways<br>co-ordination<br>leap<br>Spin<br>side step<br>tension<br>extension<br>even<br>uneven<br>symmetrical<br>asymmetrical<br>balance | Balance<br>Travel<br>Shape<br>Extension<br>Tension<br>Direction<br>Sliding<br>Rolling<br>Contrasting<br>Communication<br>co-operation<br>receiving weight<br>jumping<br>bunny hop<br>leaping<br>cart-wheel<br>twisting<br>turning<br>speeds<br>levels<br>Spin<br>flexibility<br>co-ordination<br>Warm up<br>Cool down | Bridges<br>Balance<br>Travel<br>Shape<br>Roll<br>Turn<br>Jump<br>Slide<br>Levels<br>Speed<br>Direction<br>Sequence<br>Extension<br>Tension<br>Strong<br>contrasting<br>communication<br>leadership<br>Spin<br>Rotate<br>Axis<br>Flight<br>Wheel<br>Spring<br>Leap<br>take-off<br>land<br>clock wise & anti<br>clock wise<br>Warm up<br>Cool down | Counter-balance<br>Counter-tension<br>Balance<br>Travel<br>Shape<br>Extension<br>Tension<br>Matching<br>Mirroring<br>contrasting<br>communication<br>leadership<br>Synchronisation<br>Canon<br>Warm up<br>Cool down |

## OUTDOOR ADVENTUROUS ACTIVITY/Orienteering

| Year                            |  | EYFS | Year 1 | Year 2 | Year 3  | Year 4   | Year 5   | Year 6  |
|---------------------------------|--|------|--------|--------|---|--|--|---|
| Acquiring and developing skills | <u>Trails/<br/>Orienteering</u>          |      |        |        | <p>Orienteers themselves with increasing confidence and accuracy around a short trail.</p>                | <p><u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u></p> <p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise features of an orienteering course.</p>   | <p><u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u></p> <p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p> <p>Begin to use navigation equipment to orientate around a trail.</p> | <p><u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u></p> <p>Orienteers themselves with confidence and accuracy around an orienteering course when under pressure.</p> <p>Design an orienteering course that is easy to follow and offers a challenge to others.</p> <p>Use navigation equipment to improve the trail.</p> |
|                                 | <u>Problem solving/<br/>Orienteering</u> |      |        |        | <p>Identify and use effective communication to work as a team.</p> <p>Identify symbols used on a key.</p> | <p>Communicate clearly with other people in a team and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Associate the meaning of a key in the context of the environment.</p> | <p>Use clear communication to effectively complete a particular role in a team</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Identify a key on a map and begin to use the information in activities.</p>  | <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Use a range of map styles and make an informed decision on the most effective.</p>   |

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|  | <p><u>Preparation and organisation</u><br/><u>Orienteering</u></p> |  |  |   | <p>Begin to choose equipment that is appropriate for an activity.</p>   | <p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p> <p>Plan and organise a trail that others can follow.</p>   | <p>Choose the best equipment for an outdoor activity.</p> <p>Create an outdoor activity that challenges others.</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p>   | <p>Choose the best equipment for an outdoor activity.</p> <p>Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course</p> <p>Manage an orienteering event for others to compete in.</p> |
| <p><b>Selecting and applying skills, tactics and compositional ideas</b></p> |  |  |  | <p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities.</p>   | <p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of both personal performance and activities.</p> <p>Start to improve trails to improve the challenge of the course.</p> | <p>Complete an orienteering course on multiple occasions and complete in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of personal performances and activities.</p> <p>Improve a trail to increase the challenge of the course.</p> | <p>Complete an orienteering course on multiple occasions and complete in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of personal performances and activities with an aim of increasing challenge and improving performance.</p> <p>Listen to feedback and improve an orienteering course on it.</p> |  |
| <p><b>Knowledge and understanding of fitness and health</b></p>              |  |  |  | <p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility in the body.</p> <p>Explain why it is important to warm up and cool down.</p> | <p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>   | <p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>  | <p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm up and cool downs safely and effectively.</p> <p>Understand why exercise is good for</p>  |  |

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|   |  |  |  |   |   |   | health, fitness and well-being.<br>Know ways they can become healthier.   |
| <b>Evaluating and improving performance</b> |  |  |  | Watch, describe and evaluate the effectiveness of a performance.<br><br>Describe how their performance has improved over time.  | Watch, describe and evaluate the effectiveness of a performance, giving ideas for improvements.<br><br>Modify their use of skills or techniques to improve results.   | Choose and use criteria to evaluate own and other's performance.<br><br>Explain why they have used particular skills or techniques and the effect they have had on performance.   | Thoroughly evaluate their own and other's work, suggesting improvements.  |
| <b><u>VOCABULARY</u></b>                    |  |  |  | Team Work<br>navigation<br>map reading<br>symbols<br>diagram<br>co-operation<br>sharing<br>lifting<br>carrying<br>obstacles<br>rules<br>Key<br>control<br>copy<br>travel<br>warming up<br>cooling down<br>heart rate<br>space<br>Skills<br>Solve<br>Challenge | Team Work<br>Navigation<br>map reading<br>symbols<br>diagram<br>analyse<br>co-operation<br>sharing<br>Spatial awareness<br>evaluate<br>Describe<br>Key<br>lifting<br>carrying<br>obstacles<br>rules<br>control<br>copy<br>travel<br>warming up<br>cooling down<br>heart rate<br>space<br>Skills<br>Solve<br>Challenge | Team Work<br>navigation<br>map reading<br>symbols<br>diagram<br>analyse<br>co-operation<br>sharing<br>spatial awareness<br>lifting<br>carrying<br>Key<br>review<br>Orienteering<br>Problem solving<br>Quickest route<br>obstacles<br>control<br>copy<br>travel<br>warming up<br>cooling down<br>heart rate<br>space<br>evaluate | Team Work<br>Navigation<br>map reading<br>symbols<br>diagram<br>analyse<br>co-operation<br>sharing<br>lifting<br>Adapt<br>Compass<br>Estimate<br>Map styles<br>Spatial awareness<br>Key<br>carrying<br>obstacles<br>rules<br>control<br>copy<br>travel<br>warming up<br>cooling down<br>heart rate<br>space<br>Group<br>Orienteering<br>Problem solving |

## ATHLETICS

| Year                            |                | EYFS  | Year 1   | Year 2   | Year 3  | Year 4  | Year 5  | Year 6  |
|---------------------------------|----------------|---|--|--|---|---|---|---|
| Acquiring and developing skills |                | Children run in different ways for a variety of purposes. | <p>Vary their pace and speed when running.</p> <p>Run with basic technique over different distances.</p> <p>Change direction when jogging.</p> <p>Change direction when sprinting.</p> <p>Maintain control when they change direction.</p> | <p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Complete an obstacle course.</p> <p>Vary the speed and direction which they are travelling.</p> <p>Run with basic technique following a curved line.</p> <p>Be able to maintain and control a run over distances</p> | <p>Identify and demonstrate how different techniques can affect lead leg when jumping over hurdles.</p> <p>Understand the importance of adjusting running pace depending on distance being run.</p> <p>Focus on arm and leg movements to improve technique performance</p> <p>Begin to combine running with jumping over hurdles.</p> | <p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly</p> | <p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p> | <p>Recap, practise and refine an effective sprinting technique, including reaction time</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride. pattern.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> |
|                                 | <u>Running</u> |   |  |  |   |   |   |   |

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|  | <u>Jumping</u> | <p>Jump in a range of ways landing safely.</p> | <p>Perform different types of jumps e.g. 2 feet to 1 foot, 2 feet to 2 feet etc.</p> <p>Perform a short jumping sequence.<br/>Jump as high as possible.</p> <p>Jump as far as possible.</p> | <p>Perform and compare different types of jumps e.g. 2 feet to 1 foot, 2 feet to 2 feet etc.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position.</p> <p>Investigate the best jumps for covering different distances. Know that the leg muscles are used when jumping</p> | <p>Focus on the trail and Use one and two feet to take off and land with.</p> | <p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p> | <p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control. Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p> | <p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> |
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|   | <b>Throwing</b> | Roll equipment in different ways.<br><br>Throw underarm.<br>Throw an object at a target | Throw underarm and overarm.<br><br>Throw a ball towards a target with increasing accuracy.<br><br>Increase the distance they can throw.  | Throw different types of equipment in different ways for accuracy and distance.<br><br>Throw with accuracy at targets at different heights.  | Throw with greater control and accuracy.<br><br>Show increasing control in their overarm throw<br><br>Perform a push throw. Continue to develop techniques to throw for increased distance                               | Perform a pull throw. Measure the distance of their throws.<br><br>Continue to develop techniques to throw for increased distance.   | Perform a fling throw.<br><br>Throw a variety of implements using a range of throwing techniques.<br><br>Measure and record the distance of their throws.<br><br>Continue to develop techniques to throw for increased distance. | Perform a heave throw.<br><br>Measure and record the distance of their throws.<br><br>Continue to develop techniques to throw for increased distance and support others in improving their personal best.<br><br>Develop and refine techniques to throw for accuracy. |
| <b>Selecting and applying skills, tactics and compositional ideas</b> |                 | Participate in simple games.  | Participate in simple games.<br><br>Choose a pace suitable to the distance.<br><br>Choose a type of jump to get further or higher.<br><br>Choose under arm or overarm depending on the task. | Participate in simple games.<br><br>Begin to select the most suitable pace and speed for the distance.<br><br>Choose the most appropriate jump for covering different distances.<br><br>Investigate ways to alter their throwing technique to achieve. | Participate in simple games.<br><br>Select appropriate pace and stride length for jumping over hurdles.<br><br>Choose how to take off most effectively for long jump.<br><br>Select most appropriate throwing technique. | Participate in simple games<br><br>Beat their own scores   | Participate in simple games.<br><br>Beat their own scores  | Participate in simple games.<br><br>Beat their own scores   |
| <b>Knowledge and understanding of fitness and health</b>              |                 | Describe how the body feels when still and when exercising.                             | Describe how the body feels before, during and after exercise.<br>Carry and place equipment safely.  | Describe how the body feels before, during and after different physical activities.<br>Explain what they need to stay healthy.   | Recognise and describe the effects of exercise on the body.<br>Know the importance of strength and flexibility for physical activity.<br>Explain why it is important to warm up and cool down.                           | Describe how the body reacts at different times and how this affects performance.<br>Explain why exercise is good for your health.<br>Know some reasons for warming up and cooling down. | Know and understand the reasons for warming up and cooling down.<br>Explain some safety principles when preparing for and during exercise.   | Understand the importance of warming up and cooling down.<br><br>Carry out warm-ups and cool-downs safely and effectively.<br>Understand why exercise is good for health, fitness and wellbeing.  |

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|   |   |   |   |   |   |   | Know ways they can become healthier.  |
| <b>Evaluating and improving performance</b> | Talk about what they have done.<br>Talk about what others have done.  | Watch and describe performance.<br>Begin to say how they could improve.   | Watch and describe performance and use what they see to improve their own performance.<br>Talk about the differences between their work and that of others.   | Watch, describe and evaluate the effectiveness of a performance.<br>Describe how their performance has improved over time.  | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.<br>Modify their use of skills or techniques to achieve a better result.  | Choose and use criteria to evaluate own and others' performance.<br>Explain why they have used particular skills or techniques, and the effect they have had on their performance.  | Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.   |
| <b><u>VOCABULARY</u></b>                    | Warm up<br>Cool down<br>Control<br>Jumping<br>Running<br>Throwing<br>Speed<br>Health<br>Diet<br>Stretch<br>Exercise<br>Healthy<br>Safety<br>Space<br>Copy<br>Watch<br>Equipment | Running<br>Jumping<br>Throwing<br>co-ordination<br>strength<br>power<br>control<br>copy<br>warming up<br>cooling down<br>heart rate<br>space<br>speed<br>take-off<br>distance<br>direction<br>pick up<br>put down<br>relays | Running<br>Jumping<br>Throwing<br>Agility<br>Control<br>Travel<br>warming up<br>cooling down<br>strength<br>power<br>heart rate<br>space<br>co-ordination<br>speed<br>take-off<br>pathways<br>Aim<br>Landing<br>Force<br>target<br>tactic<br>distance<br>direction<br>pick up<br>put down | Running<br>Jumping<br>Throwing<br>Control<br>Travel<br>warming up<br>cooling down<br>heart rate<br>strength<br>power<br>space<br>speed<br>take-off<br>landing<br>Tactic<br>Force<br>Technique<br>Measure<br>Co-ordination<br>Pathways<br>target<br>distance<br>direction<br>pick up<br>put down<br>relays<br>estimating | Running<br>Jumping<br>Throwing<br>Control<br>Travel<br>warming up<br>cooling down<br>heart rate<br>space<br>speed<br>spatial awareness<br>take-off<br>landing<br>strength<br>power<br>pathways<br>force<br>target<br>measure<br>distance<br>tactic<br>direction<br>co-ordination<br>pick up<br>put down<br>relays<br>estimating<br>Actions<br>Fitness | Running<br>Jumping<br>Throwing<br>Control<br>Travel<br>warming up<br>cooling down<br>heart rate<br>space<br>speed<br>spatial awareness<br>take-off<br>landing<br>strength<br>power<br>force<br>pathways<br>measure<br>target<br>tactic<br>distance<br>direction<br>co-ordination<br>pick up<br>put down<br>down sweep<br>acceleration<br>Well-being<br>take-over<br>upsweep<br>relays | Running<br>Jumping<br>Throwing<br>Control<br>Travel<br>warming up<br>cooling down<br>heart rate<br>space<br>speed<br>spatial awareness<br>take-off<br>landing<br>strength<br>power<br>force<br>pathways<br>measure<br>target<br>tactic<br>distance<br>direction<br>co-ordination<br>pick up<br>put down<br>relays |

## **SWIMMING**

**Swimming is taught in Year 4 at Featherstone Sports Complex.**

The delivery of this is organised by the swimming coaches