**Curriculum Organisation Lower Years**

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| Date | Review date | Subject leaders |
| Jun 2023 | July 2024 | Clare Soper  Sian Hughes |

Curriculum Map- what is being taught in each term. The highlighted yellow areas are the assessment modules per half term:

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| **Year / Term** | **Autumn**  **7 weeks** | | **Autumn 2**  **8 weeks** | | **Spring 1**  **6 weeks** | | **Spring 2**  **6 weeks** | | **Summer 1**  **6 weeks** | | **Summer 2**  **7 weeks** | |
| **Real Foundations**  **Nursery** | **REAL Gym**  **Unit 1**  **Cognitive** | **REAL Foundations**  **Personal** | **REAL Gym**  **Unit 2**  **Creative** | **REAL Foundations**  **Social** | **REAL Foundations**  **Cognitive** | **REAL Dance**  **Cognitive**  **Wk1-5** | **REAL Foundation**  **Creative** | **Games linked to Skills**  **Creative** | **REAL Foundation**  **Physical** | **Physical Cog (Theme)** | **REAL Foundation**  **Health & Fitness Cog (Theme)** | |
| **Wk1-3 Shape**  **(At home)**  **Wk 4-6 Travel**  **(Jungle Trip)** | **Wk 1-3**  **Coordination (Bike)**  **Week 4-6**  **Static one leg balance**  **(Pirates)** | **Wk 1-3 Flight**  **(Parklife)**  **Wk 4-7**  **Rotation**  **(Toybox)** | **Wk 1-3**  **Dynamic Balance to Agility**  **(Space)**  **Wk 4-7**  **Static Balance**  **Seated**  **Jungle** | **Wk 1-2**  **Dynamic Balance on a line**  **(Train)**  **Wk 3-5**  **Static Balance**  **(Circus- Tightrope)** | **1) Shape Solo**  **2)Partnering Shapes**  **3)Artistry Musicality**  **4)Circles Solo**  **5) Partnering Circles** | **Wk 1-3 Coordination Ball skills**  **(Circus Clown)**  **Wk 3-6**  **Counterbalance with partner (Seaside)** | **Wk 1-2 Games**  **Dodgeball**  **Wk 3-4**  **Throwing & catching games**  **Wk 5-6 Competition against one another** | **Wk 1-3**  **Coordination**  **Send/receive (Circus/Juggle)**  **Wk 4-6**  **Agility**  **Reaction/**  **Response (Fairy Tale)** | **Wk 1-2 Agility Ball Chasing (Squirrel)**  **Wk 3-6**  **Athletics- Standing LJ, Throw Discus- (flat bean bag),**  **Mini hurdles** | **Wk 1-3**  **Agility**  **Ball Chasing**  **(Squirrel)**  **Wk 4-6**  **Static Balance**  **Floor Work**  **(Cat)** | **Wk 1-3**  **Practice Sports Day**  **Wk 4-6**  **Static Balance**  **Floor Work**  **(Cat)** |
| **Real Foundations**  **Reception** | **REAL Gym**  **Unit 1**  **Cognitive** | **REAL Foundation**  **Personal** | **REAL Gym**  **Unit 2**  **Creative** | **REAL Foundation**  **Social** | **REAL Foundations**  **Cognitive** | **REAL Dance**  **Wk 1-5** | **REAL Foundation**  **Creative** | **Games linked to Skills**  **Creative** | **REAL**  **Foundation**  **Physical** | **REAL Foundation**  **Physcial** | **REAL Foundation**  **Health & Fitness Cog** | |
| **Wk1-3 Shape**  **(At home)**  **Wk 4-6 Travel**  **(Jungle Trip)** | **Wk 1-3**  **Coordination (Bike)**  **Week 4-6**  **Static one leg balance**  **(Pirates)** | **Wk1-3 Flight**  **Park Life**  **Wk 4-7 Rotation**  **(Toybox)** | **Wk 1-3**  **Dynamic Balance to Agility**  **(Space)**  **Wk 4-7**  **Static Balance**  **Seated**  **Jungle** | **Wk 1-2**  **Dynamic Balance on a line (Train)**  **Wk 3-5**  **Static Balance**  **(Circus- Tightrope)** | **1) Shape Solo**  **2)Partnering Shapes**  **3)Artistry Musicality**  **4)Circles Solo**  **5) Partnering Circles** | **Wk 1-2 Coordination Ball skills**  **(Circus Clown)**  **Wk 3-4 Counterbalance with partner (Seaside)** | **Wk 1-2 Games**  **Dodgeball**  **Wk 3-4**  **Throwing & catching games**  **Wk 5-6 Competition against one another** | **Wk 1-3**  **Coordination**  **Send/receive (Circus/Juggle)**  **Wk 4-6**  **Agility**  **Reaction/**  **Response**  **(Fairy Tale)** | **Wk 1-2 Agility Ball Chasing (Squirrel)**  **Wk 3-6**  **Athletics- Standing LJ, Throw Discus- (flat bean bag),**  **Mini hurdles** | **Wk 1-3**  **Agility**  **Ball Chasing**  **(Squirrel)**  **Wk 4-7**  **Static Balance**  **Floor Work**  **(Cat)** | **Wk 1-3**  **Practice Sports Day**  **Wk 4-7**  **Static Balance**  **Floor Work**  **(Cat)** |
| **1** | **REAL GYM**  **Personal** | **REAL PE**  **Personal** | **REAL Gym** | **REAL PE**  **Social Cog** | **REAL PE**  **Cognitive** | **REAL Dance**  **Personal** | **REAL PE**  **Creative Cog** | | **REAL PE**  **Physical Cog** | | **REAL PE**  **Health & Fitness Cog** | |
| **Wk1-3 Shape**  **(Home)**  **Wk 4-6 Travel**  **(Jungle Trip)** | **Wk1-3**  **Coordination**  **Footwork**  **(Bike)**  **Wk 4-6**  **Static Balance**  **One Leg**  **(Pirates)** | **Wk1-3 Flight**  **(Park Life)**  **Wk 4-7 Rotation**  **(Toy Box)** | **Wk 1- 3**  **Dynamic Balance to Agility**  **(Space)**  **Wk 4-7**  **Static Balance Seated**  **(Jungle)** | **Wk 1- 3**  **Dynamic Balance on line**  **(Train)**  **Wk 4-5**  **Static Balance**  **Stance**  **(Circus-Tightrope)** | **1) Shape Solo**  **2)Artistry Musicality**  **3)Partnering Shapes**  **4)Circles Solo**  **5)Artistry Abstraction** | **Wk 1-3**  **Coordination Ball Skills**  **(Circus- Clown)**  **Wk 4-6**  **Rounders with short handle tennis racket/ hand using tennis ball** | **Wk 1-3 Counter Balance with a partner**  **(Seaside)**  **Wk4- 6**  **Orienteering – orientating a map, birds eye view, find Treasure**  **Wk6 Competition** | **Wk 1-3**  **Coordination**  **Send/Receive**  **(Circus/Juggler)**  **Games Wk 4-6 Underarm throw and catching games** | **Wk 1-3**  **Agility Reaction and response**  **(Fairy Tale)**  **Wk 4-6**  **Athletics**  **Standing LJ,**  **Throw Shot Put, sprint & 1 lap** | **Wk1-3**  **Sports Day Practice**  **Sports Day**  **Wk 4-7**  **Dodgeball**  **Football**  **Non-stop cricket** | **Wk 1-3**  **Agility Ball chasing**  **(Squirrel)**  **Wk4-6**  **Static Balance**  **FloorWork**  **(Cat)** |
| **2** | **REAL Gym**  **Personal** | **REAL PE**  **Personal** | **REAL Gym**  **Cognitive** | **REAL PE**  **Social** | **REAL PE** | **REAL Dance**  **Cognitive** | **REAL PE**  **Creative** | **REAL PE**  **Creative** | **REAL PE**  **Physical** | **REAL PE**  **Physical** | **REAL PE**  **Health & Fitness Cog** | |
| **Wk1-3 Balance**  **Wk 4-6 Travel** | **Wk1-3**  **Coordination**  **Footwork**  **Wk 4-6**  **Static Balance**  **One Leg** | **Wk1-3 Flight**  **Wk 4-7 Rotation** | **Wk 1- 3**  **Dynamic Balance to Agility**  **Wk 4-7**  **Static Balance Seated** | **Wk 1- 3**  **Dynamic Balance on line**  **Wk 4-5**  **Static Balance**  **Stance** | **1) Shape Solo**  **2)Artistry Musicality**  **3)Circles Solo**  **4)Artistry Abstraction**  **5) Artistry (Making)** | **Wk 1-3**  **Coordination Ball Skills**  **Games Wk 4-6 Rounders with short handle tennis racket/ hand using tennis ball** | **Wk 1-3 Counter Balance with a partner**  **Games Wk4- 6**  **Orienteering – orientating a map, birds eye view, find Treasure**  **Wk6 Competition** | **Wk 1-3**  **Coordination**  **Send/Receive**  **Games Wk 4-6 Underarm throw and catching games** | **Wk 1-3**  **Agility Reaction and response**  **Wk 4-6**  **Athletics**  **Standing LJ,**  **Throw Shot Put, sprint & 1 lap** | **Wk1-3**  **Sports Day Practice**  **Sports Day**  **Games Wk 4-7**  **Wk4 Dodgeball**  **Football**  **Non-stop cricket** | **Wk 1-3**  **Agility Ball chasing**  **Wk4-6**  **Static Balance**  **FloorWork** |

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| **Progression Map of Key Skills in Physical Education** | | |
| **First Five Years** | | |
| **Balance**  **ELG: Gross Motor Skills** | **Agility**  **ELG: Gross Motor Skills** | **Co-ordination**  **ELG: Gross Motor Skills** |
| 12-18 months Stands without support | 12-18 months Runs | 12-18 month Walks without help |
| 18mths – 2yrs Walks up and down stairs alone | 18mths – 2yrs Runs well seldom falls | 18mths – 2yrs Kicks a ball forward |
| 2-3Yrs -Stands on one foot without support. | 2-3Yrs Walks up and down stairs one foot per step | 2-3 Yrs. Climbs on play equipment ladders& slides |
| 3-4 Yrs. Hops on one foot without support | 3-4 Yrs. Swings on swing with support | 3-4 Yrs. Rides around on tricycle using pedals. |
| 4-5Yrs Hops around on one foot without support. | 4-5Yrs Swings on swing moving themselves forward/backwards. | 4-5Yrs Skips  ELG: Fine Motor Skills or makes running ‘ Broad jumps’ |

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| **Fundamental Movement Skills links** | | | | |
| **Shape**  Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: Stance | **Balance**  Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: With a Partner | **Travel**  Dynamic Balance: On a Line Dynamic Balance: Jumping and Landing Coordination: Footwork | **Flight**  Dynamic Balance: Jumping and Landing Coordination: Footwork | **Rotation**  Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Dynamic Balance: On a Line |
| * Perform **Tricky Shape** **skills** on the floor (1/2/3) * Explore **Tricky Shape Skills** (1/2/3) combined **with one** of the following: * Hand Apparatus (4) * Low Apparatus (5) * Partner/s (6) * Large Apparatus (7) | * Perform **Tricky Balance skills** on the floor (1/2/3) * Explore **Tricky Balance skills** (1/2/3) combined **with one** of the following: * Hand Apparatus (4) * Low Apparatus (5) * Partner/s (6) * Large Apparatus (7) | * Perform **Tricky Travel skills** on the floor (1/2/3) * Explore **Tricky Travel skills** (1/2/3) combined **with one** of the following: * Hand Apparatus (4) * Low Apparatus (5) * Partner/s (6) * Large Apparatus (7) | Perform **Tricky Flight skills** on the floor (1/2/3)  Explore **Tricky Flight skills** (1/2/3) combined **with one** of the following:  Hand Apparatus (4)  Low Apparatus (5)  Partner/s (6)  Large Apparatus (7) | Perform **Tricky Rotation skills** on the floor (1/2/3)  Explore **Tricky Flight skills** (1/2/3) combined **with one** of the following:  Hand Apparatus (4)  Low Apparatus (5)  Partner/s (6)  Large Apparatus (7) |
| **REAL Gym Skills Expected by the end of KS1** | | | | |
| * Perform **Trickier Shape** **skills** on the floor (1/2/3) * Explore **Tricky Shape Skills** (1/2/3) combined **with one** of the following: * Hand Apparatus (4) * Low Apparatus (5) * Partner/s (6) * Large Apparatus (7) | * Perform **Trickier Balance skills** on the floor (1/2/3) * Explore **Tricky Balance skills** (1/2/3) combined **with one** of the following: * Hand Apparatus (4) * Low Apparatus (5) * Partner/s (6) * Large Apparatus (7) | * Perform **Trickier Travel skills** on the floor (1/2/3) * Explore **Tricky Travel skills** (1/2/3) combined **with one** of the following: * Hand Apparatus (4) * Low Apparatus (5) * Partner/s (6) * Large Apparatus (7) | Perform **Trickier Flight skills** on the floor (1/2/3)  Explore **Tricky Balance skills** (1/2/3) combined **with one** of the following:  Hand Apparatus (4)  Low Apparatus (5)  Partner/s (6)  Large Apparatus (7) | Perform **Trickier Rotation skills** on the floor (1/2/3)  Explore **Tricky Balance skills** (1/2/3) combined **with one** of the following:  Hand Apparatus (4)  Low Apparatus (5)  Partner/s (6)  Large Apparatus (7) |

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| **REAL Dance** | | |
| **Year Group** | **Skill** | **Skill Application** |
| **Foundation stage**  **Cognitive Cog** | Shapes Solo  Partnering Shapes  Artistry Musicality  Circles Solo  Partnering Circles  Artistry (Making) | All the Shapes Around the World / Moving from a Painting  All the shapes Twice as Good / Nature  The Rhythm feel the Beat / Freeze Frames  Big Circles, Big Moves /Favourite Stories and Books  Turning Together is Twice as Fun / Revisit Moving from a Painting  Show us your Best / Working with a Theme |
| **Year 1**  **Cognitive Cog** | Shapes Solo  Artistry Musicality  Partnering Shapes  Circles Solo  Artistry Abstraction  Artistry (Making) | Give your Dance a Shape / Moving from a Painting  Feel the Beat, Feel the Rhythm / Moving using words  With Two Dancing is Twice as Good / Moving like Insects  Turning, Jumping, Moving / Working with a Prop  Follow the Silk / Revisiting Moving from a Painting  Show us your Best/ Working with a theme |
| **Year 2**  **Cognitive Cog** | Shapes Solo  Partnering Shapes  Circles Solo  Partnering Circles  Artistry Abstraction  Artistry (Making) | Give your Dance a Shape / Moving from a Painting  Hand in, Hand we Move / Making Dance from Sporting Actions  Round and Round / Inspired by Words  Turn me, Turn You / Using the Space you are in for Inspiration  Silky Smooth Moves and Grooves / Revisiting Moving from a Painting  Time to Show Your Best / Moving to a theme. |
| **Year 3**  **Cognitive Cog** | Shapes Solo  Circles Solo  Partnering Shapes  Partnering Circles  Artistry Abstraction  Artistry (Making) | Dance Shapers /Moving from a Painting  Turning, Jumping, Moving/ Create Dance from Freeze Frames  Dancing Together is Twice as much Fun / Creating Dance with Large Props  You Turn me Round / Create Dance from ideas from your Curriculum  Silk Smooth, Circle Move/ revisit Moving from a painting  The Show Must Go on/Working with a theme |

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| **Striking & Fielding** | | |
| **Year Group** | **Sport** | **Skill Application** |
| **Foundation stage** | Throwing & Catching Games/Activities | \*Rolled up socks at a target board  \* Cardboard Javelin  \* Spot on- children throw targets aiming at certain spots developing accuracy |
| **Year 1** | Throwing & Catching Games  (Developing underarm throwing) | \*Bean throw at a target- points scored when knock off obstacle rested on top of cone  \*Bean throw into a bucket set at different distances, closer less able, further away more able.  \*Bean Bag Sequence- In pairs throw and catch a bean bag continuously aiming for three consecutive catches. Personal targets set for differentiation.  \*Bucket toss golf game |
| **Year 2** | Throwing & Catching Games  (Developing overarm throwing) | I can throw and catch with a partner (Bean bag, airflow ball, soft ball, tennis ball)  I can bounce a ball with a partner (tennis ball, netball size 3, basketball size 3)  I can play throw tennis (allow two bounces over a line (extension use a net) before opponents throw back, more than 2 bounces score a point. Differentiation reduce bounce to one or no bounces, 3 second rule before they need to throw. |
| **Year 3** | Rounders  Non-Stop Cricket | I can throw a ball to the striker with increasing accuracy  I can try to catch the ball and throw it back to the bowler.  I can try to hit the ball as far as possible away from the fielders.  I know the rules and use them fairly to keep games going.  I can use teamwork to beat the opposition, developing leadership and communication.  I can say what I like and dislike about my performance and others.  I can use other people’s opinions to help make my performance better |

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| **Invasion** | | |
| **Year Group** | **Sport** | **Skill Application** |
| **Foundation stage** | Football  Dodgeball | I can kick a ball at a target  I can throw a ball successfully at a target  I can catch, throw or move with a ball. |
| **Year 1** | Attack/Defend Games | I can kick a ball with accuracy to a partner  I can throw a ball with accuracy to a partner  I can catch, throw pass and move with a ball between players |
| **Year 2** | Football  Tails (Tag Rugby) | I can kick a ball with accuracy in and around obstacles  I can throw a ball with accuracy within a small group  I can catch, throw pass and move with a ball between players in a competitive game. |
| **Year 3** | Netball  Basketball | I can pass a ball with increasing accuracy.  I am beginning to be able to travel with the ball, keeping it under control.  I am aware of space around me and use it to support my team.  I am beginning to be able to keep possession of the ball.  I am beginning to follow the rules of a game.  I can create mini-games.  I can say what I like and dislike about my performance and others.  I can use other people’s opinions to help make my performance better. |

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| **Net / Wall** | | |
| **Year Group** | **Sport** | **Skill Application** |
| **Year 3** | Short Tennis  Short handle racket | I am beginning to throw the ball and catch with some accuracy, using the 'W' hand position.  I can hold the racket correctly.  I can send the ball in different ways to make it difficult for my opponents.  I am beginning to use tactics to win a game.  I can work with team mates to get to the ball to the net.  I can create mini games based on rules learnt.  I can say what I like and dislike about my performance and others.  I can use other people’s opinions to help make my performance better. |
| **Year 4** | Short Tennis  Short handle racket | I can throw the ball and catch with increasing accurately, using the 'W' hand position.  I can control the ball using a racket.  I can return the ball using the forehand shot.  I can return the ball using the backhand shot.  I can make sure I am in a correct position on the court.  I can use tactics to win a game.  I can work with team mates to get to the ball to the net.  I can create mini games based on rules learnt.  I am beginning to use constructive criticism to improve my performance. |

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| **OAA (Outdoor Adventurous Activities)** | | | |
| **Year Group** | **Sport** | **Skill** | **Skill Application** |
| **Foundation stage** |  | | |
| **Year 1** | Orienteering | Understanding orientating a map from Birds Eye View- mark x on a classroom map to find treasure. Geography Link Navigational skills N,S,E,W (Game) | |
| **Year 2** | Orienteering | Understanding orientating a map from Birds Eye View- treasure hunt using-ordinates to mark and hide treasure for class members or partners. Understand compass bearings (N,S, E,W) | |
| **Year 3** | Orienteering | Scatter Orienteering | Orientate themselves with increasing confidence and accuracy around a short trail.  Identify and use effective communication to begin to work as a team.  Identify symbols used on a key. |

**Curriculum Organisation Middle & Upper Years**

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| Date | Review date | Subject leaders |
| Jun 2023 | July 2024 | Clare Soper  Sian Hughes |

Curriculum Map- what is being taught in each term. The highlighted yellow areas are the assessment modules per half term

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| **Term** | **Autumn 1**  **7 Weeks** | | **Autumn 2**  **8 Weeks** | | **Spring 1**  **6 Weeks** | | **Spring 2**  **6 Weeks** | | | **Summer 1**  **6 Weeks** | | **Summer 2**  **7 Weeks** | |
| **3 / 4 A** | **REAL Gym**  **Social** | **REAL PE Personal** | **REAL Gym**  **Social** | **REAL PE**  **Social** | **REAL PE**  **Cognitive** | **REAL Dance**  **Personal** | **REAL PE**  **Creative** | **REAL PE**  **Creative** | | **REAL PE**  **Physical** | **REAL PE**  **Physical** | **REAL PE**  **Health & Fitness Cog** | |
| **Class 1 swimming**  **(7 weeks)** | | **Class 2 swimming**  **(7 weeks)** | | **Class 3 swimming**  **1 week Aut 2 + 6 Weeks Spr 1** | |
| **Wk1-3 Travel**  **Mapping pathways hand apparatus**  **Wk 4-6 Rotation**  **Sequence partner work** | **Wk 1-3**  **Coordination**  **Footwork**  **Wk 4-6**  **One leg balance** | **Wk1-3 Flight**  **Sequences low apparatus**  **Wk 4-7**  **Balance**  **Low & Large apparatus** | **Wk 1-4**  **Dynamic Balance to Agility**  **Wk 5-7**  **Static Balance**  **Seated** | **Wk 1-3**  **Dynamic Balance on a line**  **Wk 5-7**  **Coordination**  **Ball Skills** | **1) Shape Solo**  **2)Artistry Musicality**  **3)Circles Solo**  **4)Artistry Abstraction**  **5) Artistry (Making)** | **Wk 1-3**  **Coordination Sending and receiving**  **Wk 4-6 Games**  **Short Tennis short and long handle rackets (individual)** | **Wk 1-3**  **Counter-balance with a partner**  **Wk 4-6**  **Orienteering Point to Point**  **& Score Orienteering** | | **Wk 1-3**  **Agility Reaction and response**  **Wk 4-6**  **Rounders** | **Wk1-3-**  **Static Balance**  **Wk 4-6**  **Athletics**  **Hurdles,**  **Throw Foam Javelin, 2 lap and sprint.** | **Wk1-3**  **Sports Day Practice**  **Sports Day**  **Wk 4-7**  **Netball** | **Wk 1-3**  **Agility Ball chasing**  **Wk4-6**  **Static Balance** |
| **3 / 4 B** | **REAL Gym**  **Social** | **REAL PE Personal** | **REAL Gym**  **Cognitive** | **REAL PE**  **Social** | **REAL PE**  **Cognitive** | **REAL Dance**  **Personal** | **REAL PE**  **Creative** | **REAL PE**  **Creative** | | **REAL PE Physical Cog** | **REAL PE**  **Physical Cog** | **REAL PE**  **Health & Fitness Cog** | |
| **Wk1-3 Balance Acrobatic Sequences**  **Wk 4-6 Rotation**  **Sequences Partner Work** | **Wk 1-3**  **Coordination**  **Footwork**  **Wk 4-6**  **One leg balance** | **Wk1-3 Flight**  **Sequences ropes**  **Wk 4-7 Travel**  **Group sequences low & Large Apparatus** | **Wk 1-4**  **Dynamic Balance to Agility**  **Wk 5-7**  **Static Balance**  **Seated** | **Wk 1-3**  **Dynamic Balance on a line**  **Wk 5-7**  **Coordination**  **Ball Skills** | **1) Shape Solo**  **2)Partnering Shapes**  **3)Partnering Lifts**  **4)Partnering Circles**  **5) Artistry (Making)** | **Wk 1-3**  **Coordination Sending and receiving**  **Wk 4-6 Games**  **Short Tennis long handle rackets (pairs)** | **Wk 1-3**  **Counter-balance with a partner**  **Wk 4-6**  **Orienteering Point to Point**  **& Score Orienteering** | | **Week 1-3**  **Agility Reaction and response**  **Wk 4-6**  **Cricket** | **Wk1-3-**  **Static Balance**  **Wk 4-6**  **Athletics**  **Hurdles,**  **Throw Foam Javelin, 2 lap and sprint.** | **Wk1-3**  **Sports Day Practice**  **Sports Day**  **Wk 4-7**  **Basketball** | **Wk 1-3**  **Agility Ball chasing**  **Wk4-6**  **Static Balance** |
| **5** | **REAL Gym**  **Cognitive Cog** | **REAL PE**  **Personal Cog** | **REAL Gym**  **Cognitive** | **REAL PE**  **Social** | **REAL Dance** | **REAL PE**  **Creative** | **Swimming** | | | | | **REAL PE**  **H & Fitness** | **REAL PE**  **H & Fitness** |
| **REAL PE**  **Creative** | | **REAL PE**  **Personal** | **REAL PE**  **Physical** | **REAL PE**  **Physical** |
| **Unit 1**  **Hand apparatus Rhythmic Sequences**  **Wk 4-6 Low apparatus bench sequences** | **Wk 1-3**  **Coordination**  **Ball skills**  **Wk 4-6**  **Agility Reaction/**  **Response** | **Unit 2**  **Wk1-3**  **Partner work**  **Acrobatic sequences**  **Wk 4-7 Large Apparatus Climbing sequences** | **Wk 1-3**  **Dynamic Balance on a line**  **Wk 4-6**  **Counter Balance with a partner** | **Social Cog**  **1) Shape Solo**  **2)Circle Solo**  **3) Artistry Abstraction**  **4) Artistry Musicality**  **5)Partnering Lifts** | **Wk 1-3**  **Static Balance Stance**  **Wk 4-6**  **Coordination Footwork** | **Wk 1-3**  **Static Balance Stance**  **Wk 4-6**  **Coordination**  **Footwork** | | **Wk 1-6**  **Orienteering**  **Star**  **Point to Point**  **Score** | **Week 1-3**  **Dynamic Balance to Agility**  **Wk 4-6**  **Basketball/ Netball** | **Week 1-3**  **Static Balance**  **One leg**  **Wk 4-6**  **Athletics**  **Discus, Shot, Javelin, Standing LJ**  **Hurdles** | **Wk1-3**  **Sports Day Practice**  **Sports Day**  **Wk 4-7**  **Coordination Sending & receiving** | **Week 1-3**  **Agility**  **Ball Chasing**  **Wk 4-6**  **Cricket**  **Rounders**  **Volleyball**  **Throlf** |
| **6** | **REAL Dance**  **Social** | **REAL PE**  **Personal** | **REAL Gym**  **Cognitive** | **REAL PE**  **Personal** | **REAL Gym**  **Social** | **REAL PE**  **Cognitive** | **REAL PE**  **Creative** | **REAL PE**  **Creative** | | **REAL PE**  **Physical** | **REAL PE**  **Physical** | **Swimming** | |
| **REAL PE**  **Health & Fitness** | **REAL PE**  **Health & Fitness** |
| **1) Shape Solo**  **2)Circle Solo**  **3) Artistry Abstraction**  **4) Artistry Musicality**  **5)Partnering Lifts** | **Wk 1-3**  **Coordination Ball Skills**  **Wk 4-6**  **Agility**  **Reaction/**  **response** | **Unit 1**  **Wk 1-3**  **Hand app - Rhythmic Sequences**  **Wk 4-6**  **Low app- bench sequences**  **Partner work**  **Acrobatic sequences** | **Wk 1-3**  **Dynamic**  **Balance**  **Wk 1-3**  **Counter**  **balance**  **Wk 4-6** | **Unit 2**  **Large App Climbing sequences** | **Wk1-2**  **Static Balance Stance**  **Wk 3-5-**  **Coordination footwork** | **Week 1-3**  **Static Balance seated**  **Wk 4-6**  **Static balance floorwork** | **Wk 1-6**  **OAA**  **Star**  **Point to Point**  **Score Orienteering** | | **Week 1-3**  **Dynamic Balance to Agility**  **Week 4-6**  **Ultimate Frisbee**  **/ Frisbee Golf** | **Week 1-3**  **Static Balance one leg**  **Week 4-6**  **Athletics**  **Hurdles, Standing LJ, Shot, Discus, Javelin 800m** | **Wk1-4**  **Sports Day / Athletics**  **Sports Day**  **Week 4-7**  **Coordination Sending & receiving** | **Week 1-3**  **Agility**  **Ball Chasing**  **Week 4-6**  **Games Competitions**  **Inter-house** |

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| **Fundamental Movement Skills links** | | | | |
| **Shape**  Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: Stance | **Balance**  Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: With a Partner | **Travel**  Dynamic Balance: On a Line Dynamic Balance: Jumping and Landing Coordination: Footwork | **Flight**  Dynamic Balance: Jumping and Landing Coordination: Footwork | **Rotation**  Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Dynamic Balance: On a Line |
| **REAL Gym Skills Expected by the end of KS1** | | | | |
| * Perform **Trickier Shape** **skills** on the floor (1/2/3) * Explore **Tricky Shape Skills** (1/2/3) combined **with one** of the following: * Hand Apparatus (4) * Low Apparatus (5) * Partner/s (6) * Large Apparatus (7) | * Perform **Trickier Balance skills** on the floor (1/2/3) * Explore **Tricky Balance skills** (1/2/3) combined **with one** of the following: * Hand Apparatus (4) * Low Apparatus (5) * Partner/s (6) * Large Apparatus (7) | * Perform **Trickier Travel skills** on the floor (1/2/3) * Explore **Tricky Travel skills** (1/2/3) combined **with one** of the following: * Hand Apparatus (4) * Low Apparatus (5) * Partner/s (6) * Large Apparatus (7) | Perform **Trickier Flight skills** on the floor (1/2/3)  Explore **Tricky Balance skills** (1/2/3) combined **with one** of the following:  Hand Apparatus (4)  Low Apparatus (5)  Partner/s (6)  Large Apparatus (7) | Perform **Trickier Rotation skills** on the floor (1/2/3)  Explore **Tricky Balance skills** (1/2/3) combined **with one** of the following:  Hand Apparatus (4)  Low Apparatus (5)  Partner/s (6)  Large Apparatus (7) |
| **Expected end of Lower KS2 (Year 4)** | | | | |
| * Perform **Trickiest Shape** **skills** on the floor (1/2/3) * Explore **Trickier Shape Skills** (1/2/3) combined **with one** of the following: * Hand Apparatus (4) * Low Apparatus (5) * Partner/s (6) * Large Apparatus (7) | * Perform **Trickiest Balance skills** on the floor (1/2/3) * Explore **Trickier Balance Skills** (1/2/3) combined **with one** of the following: * Hand Apparatus (4) * Low Apparatus (5) * Partner/s (6) * Large Apparatus (7) | * Perform **Trickiest Travel skills** on the floor (1/2/3) * Explore **Trickier Travel Skills** (1/2/3) combined **with one** of the following: * Hand Apparatus (4) * Low Apparatus (5) * Partner/s (6) * Large Apparatus (7) | Perform **Trickiest Flight** **skills** on the floor (1/2/3)  Explore **Trickier Flight Skills** (1/2/3) combined **with one** of the following:  Hand Apparatus (4)  Low Apparatus (5)  Partner/s (6)  Large Apparatus (7) | Perform **Trickiest Rotation** skills on the floor (1/2/3)  Explore **Trickier Rotation Skills** (1/2/3) combined **with one** of the following:  Hand Apparatus (4)  Low Apparatus (5)  Partner/s (6)  Large Apparatus (7) |
| **Expected end of Upper KS2** | | | | |
| * Perform **Trickier Shape** **skills** on the floor (1/2/3) * Explore **Trickier Shape Skills** (1/2/3) combined **with two or more** of the following: * Hand Apparatus (4) * Low Apparatus (5) * Partner/s (6) * Large Apparatus (7) | * Perform **Trickier Balance skills** on the floor (1/2/3) * Explore **Trickier Balance Skills** (1/2/3) combined **with two or more** of the following: * Hand Apparatus (4) * Low Apparatus (5) * Partner/s (6) * Large Apparatus (7) | * Perform **Trickier Travel skills** on the floor (1/2/3) * Explore **Trickier Travel Skills** (1/2/3) combined **with two or more** of the following: * Hand Apparatus (4) * Low Apparatus (5) * Partner/s (6) * Large Apparatus (7) | Perform **Trickier Flight** **skills** on the floor (1/2/3)  Explore **Trickier Flight Skills** (1/2/3) combined **with two or more** of the following:  Hand Apparatus (4)  Low Apparatus (5)  Partner/s (6)  Large Apparatus (7) | Perform **Trickier Rotation skills** on the floor (1/2/3)  Explore **Trickier Flight Skills** (1/2/3) combined **with two or more** of the following:  Hand Apparatus (4)  Low Apparatus (5)  Partner/s (6)  Large Apparatus (7) |
| **Exceeding** | | | | |
| Perform **Trickiest Shape Skills** (1/2/3) combined with one of the following:  -Hand Apparatus (4)  -Low Apparatus (5)  -Partner/s (6)  -Large Apparatus (7) | Perform **Trickiest Balance Skills** (1/2/3) combined with one of the following:  -Hand Apparatus (4)  -Low Apparatus (5)  -Partner/s (6)  -Large Apparatus (7) | Perform **Trickiest Travel Skills** (1/2/3) combined with one of the following:  -Hand Apparatus (4)  -Low Apparatus (5)  -Partner/s (6)  -Large Apparatus (7) | Perform **Trickiest Flight Skills** (1/2/3) combined with one of the following:  -Hand Apparatus (4)  -Low Apparatus (5)  -Partner/s (6)  -Large Apparatus (7) | Perform **Trickiest Rotation Skills** (1/2/3) combined with one of the following:  -Hand Apparatus (4)  -Low Apparatus (5)  -Partner/s (6)  -Large Apparatus (7) |

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| **REAL Dance** | | |
| **Year Group** | **Skill** | **Skill Application** |
| **Year 2**  **Cognitive Cog** | Shapes Solo  Partnering Shapes  Circles Solo  Partnering Circles  Artistry Abstraction  Artistry (Making) | Give your Dance a Shape / Moving from a Painting  Hand in, Hand we Move / Making Dance from Sporting Actions  Round and Round / Inspired by Words  Turn me, Turn You / Using the Space you are in for Inspiration  Silky Smooth Moves and Grooves / Revisiting Moving from a Painting  Time to Show Your Best / Moving to a theme. |
| **Year 3**  **Cognitive Cog** | Shapes Solo  Circles Solo  Partnering Shapes  Partnering Circles  Artistry Abstraction  Artistry (Making) | Dance Shapers /Moving from a Painting  Turning, Jumping, Moving/ Create Dance from Freeze Frames  Dancing Together is Twice as much Fun / Creating Dance with Large Props  You Turn me Round / Create Dance from ideas from your Curriculum  Silk Smooth, Circle Move/ revisit Moving from a painting  The Show Must Go on/Working with a theme |
| **Year 4**  **Cognitive Cog** | Shapes Solo  Circles Solo  Partnering Shapes  Partnering (Lifts)  Partnering Circles  Artistry (Making) | Give Your Dance a Shape / Moving from a Painting  Young Creators / Water as Inspiration  Partners in Creation /Bodies in Different Shapes and Moves  Lifts to the Skies / Feelings, Happiness & Sadness  Lord of the Rings / Revisiting Moving from a Painting  Creative Mania / Working with a Theme |
| **Year 5/6**  **Social Cog** | Shapes Solo  Circles Solo  Artistry Abstraction  Artistry Musicality  Partnering (Lifts)  Artistry (Making) | Making It Happen / Moving from a Painting  Get Turning / Using Large Props for Inspiration  Make Like Silk / Freeze Frames  Feel the Music / Using the Movements of Various Creatures  Flying & Learning / Revisiting Moving from a Painting  Epic Performance / Working with a Theme |

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| **Striking & Fielding** | | |
| **Year Group** | **Sport** | **Skill Application** |
| **Year 2** | Throwing & Catching Games  (Developing overarm throwing) | I can throw and catch with a partner (Bean bag, airflow ball, soft ball, tennis ball)  I can bounce a ball with a partner (tennis ball, netball size 3, basketball size 3)  I can play throw tennis (allow two bounces over a line (extension use a net) before opponents throw back, more than 2 bounces score a point. Differentiation reduce bounce to one or no bounces, 3 second rule before they need to throw. |
| **Year 3** | Rounders  Non-Stop Cricket | I can throw a ball to the striker with increasing accuracy  I can try to catch the ball and throw it back to the bowler.  I can try to hit the ball as far as possible away from the fielders.  I know the rules and use them fairly to keep games going.  I can use teamwork to beat the opposition, developing leadership and communication.  I can say what I like and dislike about my performance and others.  I can use other people’s opinions to help make my performance better |
| **Year 4** | Pairs Cricket | I can strike a ball with intent and throw it more accurately when bowling and/or fielding.  I can intercept and stop the ball with consistency, and sometimes catch the ball.  I can return the ball quickly and accurately.  I can choose and use batting or throwing skills to make the game hard for my opponents.  I can judge how far I need to run to score points.  I can choose where to stand as a fielder to make it hard for the batter.  I can work well as a team to make it hard for the other team.  I am beginning to be able to give feedback on my own and other’s performances.  I am beginning to use constructive criticism to improve my performance. |
| **Year 5** | Rounders  Pairs/Cricket  Throlf | I can use different ways of bowling.  I can bowl underarm accurately.  I can hit the ball from both sides of the body.  I can direct the ball away from fielders, using different angles and speeds.  I can field with increased accuracy.  I can gauge when to run after hitting the ball.  I can create mini games using the skills I have.  I am familiar with and use the rules set, and keep games going without disputes.  I am increasingly able to give feedback on my own and other’s performances.  I am increasingly able to use constructive criticism to improve my performance. |
| **Year 6** | Rounders  Pairs/Cricket  Throlf | I can vary how I bowl depending on the desired outcome.  I can bat effectively, using different types of shots.  I can field with increased accuracy.  I can throw over-arm with accuracy and for a good distance.  I can plan to outwit the opposition individually, as a pair or as a team, when I am batting, bowling and fielding.  I can gauge when to run after hitting the ball.  I can use tactics which involve bowlers and fielders working together.  I can create mini games using the skills I have learnt.  I can give feedback on my own and other’s performances.  I can use constructive criticism to improve my performance. |

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| **Invasion** | | |
| **Year Group** | **Sport** | **Skill Application** |
| **Year 2** | Football  Tails (Tag Rugby) | I can kick a ball with accuracy in and around obstacles  I can throw a ball with accuracy within a small group  I can catch, throw pass and move with a ball between players in a competitive game. |
| **Year 3** | Netball  Basketball | I can pass a ball with increasing accuracy.  I am beginning to be able to travel with the ball, keeping it under control.  I am aware of space around me and use it to support my team.  I am beginning to be able to keep possession of the ball.  I am beginning to follow the rules of a game.  I can create mini-games.  I can say what I like and dislike about my performance and others.  I can use other people’s opinions to help make my performance better. |
| **Year 4** |  | I can throw and catch a ball with accuracy.  I can strike a ball with control.  I can travel with the ball, keeping it under control.  I can pass the ball accurately and keep possession when needed.  I can follow the rules of a game.  I am beginning to use attacking and defending skills in a game situation.  I am beginning to be able to give feedback on my own and other’s performances.  I am beginning to use constructive criticism to improve my performance. |
| **Year 5** | Netball  Basketball | I can perform skills with increasing accuracy, confidence and control.  I know the difference between attacking skills and defending skills.  I can use attacking and defending skills within games.  I can respond consistently in the games I play, choosing and using skills which meet the needs of the situation.  I can choose positions in my team and know how to help when attacking.  I am starting to use a variety of tactics to keep the ball, e.g. changing speed and direction.  I am increasingly able to give feedback on my own and other’s performances.  I am increasingly able to use constructive criticism to improve my performance. |
| **Year 6** | Netball  Basketball  Ultimate Frisbee  Frisbee Golf | I can perform skills with accuracy, confidence and control.  I can combine and perform skills with control, adapting them to meet the needs of the situation.  I know the difference between attacking skills and defending skills and can use them to aid my team’s performance.  I can choose when to pass or dribble, so that I keep possession and make progress towards the goal.  I can use a variety of tactics to keep the ball, e.g. changing speed and direction.  I can choose and use different formations to suit the needs of the game.  I can give feedback on my own and other’s performances.  I can use constructive criticism to improve my performance. |
| **Net / Wall** | | |
| **Year Group** | **Sport** | **Skill Application** |
| **Year 3** | Short Tennis  Short handle racket | I am beginning to throw the ball and catch with some accuracy, using the 'W' hand position.  I can hold the racket correctly.  I can send the ball in different ways to make it difficult for my opponents.  I am beginning to use tactics to win a game.  I can work with team mates to get to the ball to the net.  I can create mini games based on rules learnt.  I can say what I like and dislike about my performance and others.  I can use other people’s opinions to help make my performance better. |
| **Year 4** | Short Tennis  Short handle racket | I can throw the ball and catch with increasing accurately, using the 'W' hand position.  I can control the ball using a racket.  I can return the ball using the forehand shot.  I can return the ball using the backhand shot.  I can make sure I am in a correct position on the court.  I can use tactics to win a game.  I can work with team mates to get to the ball to the net.  I can create mini games based on rules learnt.  I am beginning to use constructive criticism to improve my performance. |
| **Year 5** | Tennis  Volleyball | I can throw the ball and catch accurately, using the 'W' hand position.  I can hit the ball with purpose, varying the speed, height and direction.  I can play shots on both sides of my body and above my heads in practices and when the opportunity arises in a game.  I can make sure I am in a correct position on the court.  I can use tactics to win a game.  I can work with team mates to get the ball to the net.  I can create mini games based on rules learnt.  I am increasingly able to give feedback on my own and other’s performances.  I am increasingly able to use constructive criticism to improve my performance. |
| **Year 6** | Tennis  Volleyball | I can throw the ball and catch accurately, using the 'W' hand position.  I can hit the ball with purpose, varying the speed, height and direction.  I can play shots on both sides of my body and above my heads in practices and when the opportunity arises in a game.  I can spot the spaces in my opponent's court and try to hit the ball towards them  I can direct the ball reasonably well towards my opponent's court or target area.  I can use team tactics to win a game.  I can create mini games based on rules learnt.  I can give feedback on my own and other’s performances.  I can use constructive criticism to improve my performance. |

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| **OAA (Outdoor Adventurous Activities)** | | | |
| **Year Group** | **Sport** | **Skill** | **Skill Application** |
| **Foundation stage** |  | | |
| **Year 1** | Orienteering | Understanding orientating a map from Birds Eye View- mark x on a classroom map to find treasure. Geography Link Navigational skills N,S,E,W (Game) | |
| **Year 2** | Orienteering | Understanding orientating a map from Birds Eye View- treasure hunt using-ordinates to mark and hide treasure for class members or partners. Understand compass bearings (N,S, E,W) | |
| **Year 3** | Orienteering | Scatter Orienteering | Orientate themselves with increasing confidence and accuracy around a short trail.  Identify and use effective communication to begin to work as a team.  Identify symbols used on a key. |
| **Year 4** | Orienteering | Score Orienteering | Orientate themselves with increasing confidence and accuracy around a short trail.  Create a short trail for others with a physical challenge.  Start to recognise features of an orienteering course.  Plan and organise a trail that others can follow.  Begin to use a map to complete an orienteering course. |
| **Year 5** | Orienteering | Orientating a map to landscape, understanding and reading map symbols 1:25 map. Score Orienteering | Start to orientate themselves with increasing confidence and accuracy around an orienteering course.  Design an orienteering course that can be followed and offers some challenge to others.  Begin to use navigation equipment to orientate around a trail.  Identify a key on a map and begin to use the information in activities.  Identify the quickest route to accurately navigate an orienteering course. |
| **Year 6** | Orienteering | Orientating a map to landscape, understanding and reading map symbols 1:25 map. Score Orienteering  Y6 Exe Valley Walk/ Exmoor Challenge | Orientate themselves with confidence and accuracy around an orienteering course under pressure (time).  Design an orienteering course that it clear to follow and offers challenge to others.  Use navigation equipment (maps, compasses) to improve the trail.  Use a range of map styles and make informed decisions on the most effective.  Identify the quickest route to accurately navigate an orienteering course.  Manage an orienteering event for others to compete in. |

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| **Swimming** | | | |
| **Water Safety** | | | |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Understanding of how to keep oneself and others safe around different types of areas of water (pool, sea, lake, river, pond).  Understanding of how to enter shallow water safely and be aware of others.  Discuss safety rules and why we have them | Extending knowledge and understanding of how to keep oneself and others safe around different types of areas of water (pool, sea, lake, river, pond).  Understanding of how to enter shallow and deeper water safely and be aware of others.  Discuss in more depth safety rules, why we have them and where they should be adhered to | Extending knowledge and understanding of how to keep oneself and others safe around different types of areas of water (pool, sea, lake, river, pond).  Understanding of how to enter shallow and deeper water safely and be aware of others.  Discuss in more depth safety rules, why we have them and where they should be adhered to  Discuss different rules for different water sources | Extending knowledge and understanding of how to keep oneself and others safe around different types of areas of water (pool, sea, lake, river, pond).  Understanding of how to enter shallow and deep water safely and be aware of others.  Discuss in more depth safety rules, why we have them and where they should be adhered to  Discuss different rules for different water sources  And the consequences of not following them |
| **Water Confidence** | | | |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| ***Non swimmer:***  Demonstrate familiarity with all pool areas (changing areas, toilets, shallow end, deep end, learner pool)  Be calm sitting on pool edge  Enter water safely with floatation device or trusted adult  Be at ease with water being poured over hands, shoulders and tummy Exit water safely with support  ***Beginner swimmer:***  Safely enter and exit shallow pool area using sit/turn/slide entry. Move confidently water.  Forwards, backwards, side-ways, different speeds  Blow equipment across pool (egg flips small balls)  Push floats across pool with chin, nose or fore head  Join in group activities  ***Confident swimmer****:*  Safely enter deeper water using Sit/turn/slide and standing entry. Move confidently in deeper than chest high water  Demonstrate floating positions incorporating a roll  Collect object from shallow water using submersion. | ***Non swimmer:***  Demonstrate familiarity with all pool areas (changing areas, toilets, shallow end, deep end, learner pool)  Be calm sitting on pool edge  Enter water safely with floatation device or trusted adult  Be at ease with water being poured over hands, shoulders, tummy and head  Submerge shoulders under water bring mouth to water and blow bubbles  Move through water to a motivating object  Exit water safely with support  ***Beginner swimmer:***  Safely enter and exit shallow pool area using sit/turn/slide entry. Move confidently in water progressing to chest high water. Forwards, backwards, side-ways, different speeds, skipping, hopping, running  Blow equipment across pool (egg flips small balls)  Push floats across pool with chin, nose or fore head  Blow bubbles with mouth submerged  Shower water over head and face  Join in group activities  ***Confident swimmer****:*  Safely enter deeper water using Sit/turn/slide and standing entry. Move confidently in deeper than chest high water.  Progressing to a range of standing entries (tuck/ pencil/star). Demonstrate floating positions incorporating a roll  Collect object from chest deep water using submersion | ***Non swimmer:*** Demonstrate familiarity with all pool areas (changing areas, toilets, shallow end, deep end, learner pool)  Be calm sitting on pool edge  Enter water safely  Be at ease with water being poured over hands, shoulders, tummy and head  Submerge shoulders under water bring mouth to water and blow bubbles  Move through water to a motivating object  Float on back and front with adult support  In upright position submerge shoulders and turn 360’ clockwise and anticlockwise  Exit water safely  ***Beginner swimmer:***  Safely enter and exit deeper area using sit/turn/slide entry. Move confidently in chest high water. Forwards, backwards, side-ways, different speeds, skipping, hopping, running  Blow equipment across pool (egg flips small balls)  Push floats across pool with chin, nose or fore head  Blow bubbles with mouth submerged  Shower water over head and face  Star float on front and back progressing to other floats on back and front regaining footing  Join in group  ***Confident swimmer****:*  Safely enter deep water using Sit/turn/slide and standing entry. Move confidently in deeper water.  Extending the range of entries (tuck/ pencil/star/sitting dive/ standing dive) Demonstrate floating positions incorporating a roll  Collect object from deeper than chest deep water using submersion | ***Non swimmer:***  Demonstrate familiarity with all pool areas  (changing areas, toilets, shallow end, deep end, learner pool)  Be calm sitting on pool edge  Enter water safely with floatation device or trusted adult  Be at ease with water being poured over hands, shoulders, tummy and head  Submerge shoulders under water bring mouth to water and blow bubbles or turn egg flip  In upright position submerge shoulders and turn 360’ clockwise and anticlockwise  Float on front and back without support and regain footing  Push and glide from wall front and back  Exit water safely  ***Beginner swimmer:***  Safely enter and exit deeper area using sit/turn/slide entry. Move confidently in deeper than chest high water.  Forwards, backwards, side-ways, different speeds, skipping, hopping, running  Blow equipment across pool (egg flips small balls)  Push floats across pool with chin, nose or fore head  Blow bubbles with mouth and nose submerged  Shower water over head and face  Star float on front and back progressing to other floats on back and front regaining footing  Submerge body including shoulders and head  Join in group  ***Confident swimmer:***  Safely enter deep water using Sit/turn/slide and standing entry. Move confidently in deep water.  Extending the range of entries (tuck/pencil/star/sitting dive/ standing dive)  Use a range of underwater dives and tucks (forward roll, head first decent/ feet first decent).  Demonstrate floating positions incorporating a roll  Collect object from deep water using submersion |
| **Stroke Development** | | | |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| ***Non swimmer****:*  10-20m in shallow pool area with support, Breathing exercises face in water. | ***Non swimmer****:*  Move10-15 in shallow pool area with support. Progressing to 5m without support Breathing exercises face in water.  Confidently move with basic strokes. | ***Non swimmer****:*  Move 10m without support. Breathing exercises face in water.  Development of basic strokes | ***Non swimmer****:*  Move 15 without support. Breathing exercises face in water.  Visibly distinct basic strokes. |
| ***Beginner swimmer:***  Develop basic stroke on front and back using face down/up breathing.  Swim 10m without support. | ***Beginner swimmer:***  Develop and improve basic stroke on front and back using face down/up breathing.  Swim 15 without support. | ***Beginner swimmer****:*  Develop 3 main strokes using side breathing.  Swim 20 without support. | ***Beginner swimmer:***  Develop and improve 3 main strokes using side breathing.  Swim 25 without support. |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| ***Confident swimmer:***  Develop and improve basic stokes on front and back, above (using down/up breathing) and below water.  Swim 15-20m without support  Perform horizontal stationary sculling  Perform butterfly kick 10m | ***Confident swimmer****:*  Develop 3 main strokes using side breathing.  Swim 20-25m without support.  Perform horizontal stationary sculling  Perform butterfly kick 10m  Swim on front/back log roll and travel on with opposite position | ***Confident swimmer****:*  Develop and improve 3 main strokes using side breathing.  Progressing to underwater.  Build stamina.  Swim 25-50m without support.  Perform horizontal stationary sculling  Perform butterfly kick 10m Swim on front/back log roll and travel on with opposite position  Perform handstand and forward somersault  Swim 10-15 m wearing clothes | ***Confident swimmer:***  Develop, improve and lengthen distance of strokes.  Continue to build stamina.  Develop personal survival skills.  Swim 50m+ without support.  Perform horizontal stationary sculling  Perform butterfly kick 10m  Perform handstand and forward somersault  Swim 10-15 m wearing clothes  Tread water for 20 second with arm raised  Take up heat escape lessening position (H.E.L.P)  Take up the huddle position |