

# Blenheim Park P.E Curriculum

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## Overview

The P.E curriculum has been designed as follows:

- Learning is structured around six knowledge strands – games, athletics, dance, gymnastics, swimming and outdoor, adventurous activities.
- Units are designed to enable pupils to remain physically active for a sustained period of time
- A range of sports are introduced to the pupils to give them an interest in PE and motivation to participate in competitive sport as well as extra-curricular activities.
- Through the units, pupils are taught the skills to be resilient, work together, independently and solve problems.
- To teach pupils about how to lead a healthy lifestyle and understand the range of factors that contribute to this.

To support our curriculum, we: -

- Enter a range of competitions to allow children to access competitive sport from year 3 onwards. This gives more children the opportunity to compete regularly and successes are shared within assemblies.
- Organise intra-school competitions each term to allow all children opportunities to compete and apply the skills they have been learning.
- Provide after school sports clubs.
- Work with specialist sports coaches to support our teaching of high quality PE.

## Overview of what is taught

| Cycle A                  |  |   |  |  |  |   |
|--------------------------|--|---|--|--|--|---|
| Year Group               | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
| <b>Oak<br/>R/1</b>       | <b>Continuous provision</b> <ul style="list-style-type: none"> <li>Physical development in the environment – building obstacle courses, climbing frame, wheeled resources e.g. bikes and trikes.</li> <li>Access to balls, hoops, ropes, bean bags etc.</li> <li>Understanding physical and mental well-being.</li> <li>Healthy eating and lifestyle.</li> </ul> |   |  |  |  |   |
|                          | Cooperate & solve problems/Team work   | Attacking and defending (invasion games)                      | Gymnastics - travelling, balancing   | Dance – control of movement using actions and space                                      | Manipulation & Coordination  | Athletics - pace / body management and control  |
| <b>Birch<br/>Y2/3/4</b>  | Invasion games – small sided games handball/netball/bench ball   | Invasion games – small sided games/tag rugby/football         | Gymnastics - travelling with partner on apparatus/speeds/balance                                     | Dance - creating dance phrases and movement with a structure of beginning middle and end | Athletics & striking and fielding skills   | Athletics – agility, running for distance, jumping for power and showing control, throwing for distance                                       |
| <b>Willow<br/>Y4/5/6</b> | Invasion games - handball/netball/competitive element  | Invasion games - tag rugby/football /full competitive element | Gymnastics- develop travelling styles and levels and speeds with a partner/performances with control | Dance – longer challenging dance phrases and linking dance to music, improvise           | Athletics & striking and fielding skills – kwik cricket, scatterball and rounders, competitive element | Athletics – sustain different speeds, refining techniques & Swimming (7), outdoor adventurous activity inc: orienteering and shelter building |

| Cycle B                  |  |  |  |   |  |  |
|--------------------------|--|--|--|---|--|--|
| Year Group               | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1                                       | Summer 2   |
| <b>Oak<br/>R/1</b>       | <b>Continuous provision</b> <ul style="list-style-type: none"> <li>Physical development in the environment – building obstacle courses, climbing frame, wheeled resources e.g. bikes and trikes.</li> <li>Access to balls, hoops, ropes, bean bags etc.</li> <li>Understanding physical and mental well-being.</li> <li>Healthy eating and lifestyle.</li> </ul> |  |  |   |  |  |
|                          | Cross country / fitness  | Attacking and defending skills – small games                                   | Dance – control of movement using actions and space                                      | Gymnastics - travelling, balancing                    | Field games - scatterball/kwik cricket         | Athletics - pace / body management and control                                 |
| <b>Birch<br/>Y2/3/4</b>  | Cross country / fitness  | Attacking and defending skills- small sided invasion games inc hockey /netball | Dance - creating dance phrases and movement with a structure of beginning middle and end | Net and ball skills (basketball / handball)           | Field games- scatterball/kwik cricket          | Orienteering / team games + Athletics<br>Outdoor adventurous activities        |
| <b>Willow<br/>Y4/5/6</b> | Cross country / fitness  | Invasion games inc: hockey/netball competitive element                         | Dance – longer challenging dance phrases and linking dance to music, improvise           | Net and ball skills (tennis, badminton, table tennis) | Field games- scatterball/kwik cricket/rounders | Orienteering / team games, Swimming + Athletics/outdoor adventurous activities |

## Progression of Knowledge and skills

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

|           | EYFS   | Year 1 and 2   | Year 3 and 4  | Year 5 and 6   |  |
|-----------|--|--|---|--|--|
| Athletics | <u>Early Learning Goals</u> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and co-ordination when playing.</li> <li>Move energetically such as running, jumping, hopping, skipping and climbing.</li> </ul> | <u>Curriculum Objectives</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances, using simple movement patterns</li> </ul>  | <u>Curriculum Objectives</u><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performance with previous ones and demonstrate improvement to achieve their personal best</li> </ul> |  |  |
|           | Health and fitness<br>For instance: <ul style="list-style-type: none"> <li>Describe how the body feels when still and when exercising.</li> </ul>  | Health and fitness<br>For instance: <ul style="list-style-type: none"> <li>Carry and place equipment safely.</li> <li>Recognise and describe how the body feels during and after different physical activities.</li> <li>Explain what they need to stay healthy.</li> </ul>  | Health and fitness<br>For instance: <ul style="list-style-type: none"> <li>Explain why exercise is good for your health.</li> <li>Know the importance of strength and flexibility for physical activity.</li> <li>Explain why it is important to warm up and cool down.</li> </ul>  | Health and fitness<br>For instance: <ul style="list-style-type: none"> <li>Know and understand the reasons and importance for warming up and cooling down.</li> <li>Understand why exercise is good for health, fitness and wellbeing.</li> <li>Know ways they can become healthier.</li> </ul>  |  |
|           | Running<br>For instance: - <ul style="list-style-type: none"> <li>Run in different ways for a variety of purposes.</li> </ul>  | Running<br>For instance: - <ul style="list-style-type: none"> <li>Vary their pace and speed when running, describing the different paces.</li> <li>Run with a basic technique over different distances.</li> <li>Use a variety of different stride lengths.</li> <li>Show good posture and balance.</li> <li>Jog and sprint in a straight line and following a curved line.</li> <li>Change direction when jogging and sprinting.</li> <li>Be able to maintain and control a run over different distances</li> </ul> | Running<br>For instance: - <ul style="list-style-type: none"> <li>Identify and demonstrate how different techniques can affect their performance.</li> <li>Confidently demonstrate an improved technique for sprinting.</li> <li>Focus on their arm and leg action.</li> <li>Begin to combine running with jumping over hurdles.</li> <li>Perform a relay, focusing on the baton changeover technique.</li> <li>Speed up and slow down smoothly.</li> </ul>   | Running<br>For instance: - <ul style="list-style-type: none"> <li>Accelerate from a variety of different starting positions.</li> <li>Confidently and independently select the most appropriate pace for different distances and different parts of a run.</li> <li>Build up speed quickly for a sprint finish.</li> <li>Use their preferred leg when running over hurdles.</li> <li>Accelerate to pass other competitors</li> <li>Work as a team to competitively perform a relay.</li> </ul> |  |

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|---|---|---|---|
| <p>Jumping<br/>For instance:</p> <ul style="list-style-type: none"> <li>• Jump in a range of ways, landing safely.</li> </ul>   | <p>Jumping<br/>For instance:</p> <ul style="list-style-type: none"> <li>• Perform and compare different types of jumps.</li> <li>• Jump as high and as far as possible.</li> <li>• Land safely and with control.</li> <li>• Combine different jumps together with some fluency and control.</li> <li>• Jump for distance from a standing position with accuracy and control.</li> </ul> | <p>Jumping<br/>For instance:</p> <ul style="list-style-type: none"> <li>• Use one and two feet to take off and to land with.</li> <li>• Develop an effective take-off for the standing long jump.</li> <li>• Develop an effective flight phase for the standing long jump.</li> <li>• Learn how to combine a hop, step and jump to perform the triple jump.</li> <li>• Begin to measure the distance jumped.</li> </ul> | <p>Jumping<br/>For instance:</p> <ul style="list-style-type: none"> <li>• Improve techniques for jumping for distance.</li> <li>• Perform an effective standing long jump.</li> <li>• Develop the technique for the standing vertical jump.</li> <li>• Maintain control at each of the different stages of the triple jump.</li> <li>• Land safely and with control.</li> </ul> |
| <p>Throwing<br/>For instance:</p> <ul style="list-style-type: none"> <li>• Roll equipment in different ways.</li> <li>• Throw underarm.</li> <li>• Throw an object at a target.</li> </ul>        | <p>Throwing<br/>For instance:</p> <ul style="list-style-type: none"> <li>• Throw underarm and overarm.</li> <li>• Throw a ball towards a target with increasing accuracy.</li> <li>• Improve the distance they can throw by using more power.</li> <li>• Throw different types of equipment in different ways, for accuracy and distance.</li> </ul>                                    | <p>Throwing<br/>For instance:</p> <ul style="list-style-type: none"> <li>• Show increasing control in their overarm throw.</li> <li>• Perform a push and a pull throw.</li> <li>• Continue to develop techniques to throw for increased distance.</li> <li>• Measure the distance of their throws.</li> </ul>   | <p>Throwing<br/>For instance:</p> <ul style="list-style-type: none"> <li>• Perform a fling throw.</li> <li>• Throw a variety of implements using a range of throwing techniques.</li> <li>• Measure and record the distance of their throws.</li> <li>• Develop the technique for the push, pull and fling throw and support others in improving their performance.</li> </ul>  |
| <p>Compete/perform<br/>For instance:</p> <ul style="list-style-type: none"> <li>• Control their body, when performing a sequence of movements.</li> <li>• Participate in simple games.</li> </ul> | <p>Compete/perform<br/>For instance:</p> <ul style="list-style-type: none"> <li>• Perform learnt skills with increasing control.</li> <li>• Compete against self and others.</li> </ul>   | <p>Compete/perform<br/>For instance:</p> <ul style="list-style-type: none"> <li>• Perform and apply skills and techniques with control and accuracy.</li> <li>• Take part in a range of competitive games and activities.</li> </ul>  | <p>Compete/perform<br/>For instance:</p> <ul style="list-style-type: none"> <li>• Perform and apply a variety of skills and techniques confidently, consistently and with precision.</li> <li>• Take part in competitive games with a strong</li> </ul>   |
| <p>Evaluate<br/>For instance:</p> <ul style="list-style-type: none"> <li>• Talk about what they have done.</li> <li>• Talk about what others have done.</li> </ul>                                | <p>Evaluate<br/>For instance:</p> <ul style="list-style-type: none"> <li>• Watch and describe performances and use what they see to improve their own performances.</li> <li>• Talk about differences between their work and that of others.</li> </ul>   | <p>Evaluate<br/>For instance:</p> <ul style="list-style-type: none"> <li>• Describe how their performance has improved over time.</li> <li>• Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</li> <li>• Modify their use of skills or techniques to achieve a better result.</li> </ul>  | <p>Evaluate<br/>For instance:</p> <ul style="list-style-type: none"> <li>• Explain why they have used particular skills or techniques, and the effect they have had on their performance.</li> <li>• Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.</li> </ul>  |

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|--|---|---|---|--|
|  | Key vocabulary:<br>Run, jump, roll, throw, safe | Key vocabulary:<br>Pace, speed, stride, jogging, jump, control, fluency, underarm, overarm, accuracy, power, compete, improve | Key vocabulary:<br>Strength, flexibility, sprinting, baton, take-off, long-jump, hurdles, triple jump, push throw, pull throw, competition, modify, performance, improvements | Key vocabulary:<br>Well-being, sprint finish, relay, competitors, accelerate, preferred, long jump, standing vertical jump, fling throw, consistently, precision, techniques |
|--|---|---|---|--|

|              |                | EYFS  | Year 1 and 2  | Year 3 and 4  | Year 5 and 6   |
|--------------|----------------|---|---|---|--|
| <b>Dance</b> | <b>Compose</b> | For instance:<br><ul style="list-style-type: none"> <li>• Copy some moves</li> <li>• Explore different movements e.g. jump, spin, turn</li> <li>• Move safely within space</li> </ul> | For instance:<br><ul style="list-style-type: none"> <li>• Develop control of movement using: <ul style="list-style-type: none"> <li>○ Actions – travel, stretch, twist, turn, jump</li> <li>○ Space – forwards, backwards, sideways, high, low, safely showing an awareness of others</li> <li>○ Relationships – on own and with a partner by teaching each other</li> <li>○ Dynamics – slowly, quickly, with appropriate expression</li> </ul> </li> <li>• Use own ideas to sequence dance</li> <li>• Sequence and remember a short dance</li> </ul> | For instance:<br><ul style="list-style-type: none"> <li>• Create dance phrases/dances to communicate an idea</li> <li>• Develop movement using: <ul style="list-style-type: none"> <li>○ Actions – travel, turn, jump and stillness</li> <li>○ Space – formation, direction and levels</li> <li>○ Relationships – whole group, duo, canon</li> <li>○ Dynamics- exploring speed and energy</li> </ul> </li> <li>• Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</li> </ul> | For instance:<br><ul style="list-style-type: none"> <li>• Create longer, challenging dance phrases/dances</li> <li>• Select appropriate movement material to express ideas/thoughts/feelings</li> <li>• Develop movement using; <ul style="list-style-type: none"> <li>○ Actions - travel, turn, gesture, jump and stillness</li> <li>○ Space - formation, direction, and level</li> <li>○ Relationships – solo, duo, trio, unison, canon and contrast</li> <li>○ Dynamics - explore speed, energy (e.g. heavy/light, flowing/sudden)</li> </ul> </li> <li>• Link phrases to music and explore different types of music</li> <li>• Improvisation in response to music e.g. creating a movement without prior planning</li> </ul> |

|         |            |   |  |  |  |
|---------|------------|---|--|--|--|
| Perform |            | <p>For instance:</p> <ul style="list-style-type: none"> <li>• Move spontaneously showing some control and co-ordination</li> <li>• Move with confidence when walking, hopping, jumping, landing</li> <li>• Move with rhythm in the above actions</li> <li>• Demonstrate good balance</li> <li>• Move in time with music</li> <li>• Co-ordinate arm and leg actions (e.g. march and clap)</li> <li>• Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</li> </ul> | <p>For instance:</p> <ul style="list-style-type: none"> <li>• Show co-ordination, control and strength (Technical Skills) - Show focus, projection and musicality (Expressive Skills)</li> <li>• Demonstrate different dance actions – travel, turn, gesture, jump and stillness</li> <li>• Demonstrate dynamic qualities – speed, energy and continuity</li> <li>• Demonstrate use of space – levels, directions, pathways and body shape</li> <li>• Demonstrate different relationships – mirroring, unison and canon</li> </ul> | <p>For instance:</p> <ul style="list-style-type: none"> <li>• Perform dance to an audience showing confidence and clarity of actions</li> <li>• Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</li> <li>• Show focus, projection, sense of style and musicality (Expressive Skills)</li> <li>• Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</li> <li>• Demonstrate dynamic qualities – speed, energy, continuity, rhythm</li> <li>• Demonstrate use of space – levels, directions, pathways, size and body shape</li> <li>• Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</li> </ul> |  |
|         | Appreciate |   | <p>For instance:</p> <ul style="list-style-type: none"> <li>• Respond to own work and that of others when exploring ideas, feelings and preferences</li> <li>• Recognise the changes in the body when dancing and how this can contribute to keeping healthy</li> </ul>  | <p>For instance:</p> <ul style="list-style-type: none"> <li>• Show an awareness of different dance styles and traditions</li> <li>• Understand why safety is important</li> <li>• Compare and comment on their own and other's work</li> </ul>   | <p>For instance:</p> <ul style="list-style-type: none"> <li>• Show an awareness of different dance styles, traditions and aspects of their historical/social context</li> <li>• Understand and use dance vocabulary</li> <li>• Understand why safety is important</li> <li>• Compare and evaluate their own and others' work offering strengths and areas for improvement</li> </ul> |
|         | Vocabulary | Key vocabulary:<br>jump, spin, turn, space  | Key vocabulary:<br>compose, timing, routine, explore, rhythm, beat, perform, evaluate, slide, control, pattern   | Key vocabulary:<br>canon, robotic, transition, dynamic, mirror, mimic, unison, duo, co-ordinate, sequence  | Key vocabulary:<br>Complementary, contrasting, improvise, trio, alignment, combine, reaction, stillness, rotation, fluent, choreograph   |



|                   |          | Year 1 and 2   | Year 3 and 4   | Year 5 and 6  |  |
|-------------------|----------|--|--|---|--|
| <b>Gymnastics</b> | Travel   | <p>For instance:</p> <ul style="list-style-type: none"> <li>Begin to travel in different ways e.g. forwards and backwards, sideways</li> <li>Travel using monkey walk, bunny hop, hopping, skipping</li> </ul> | <p>For instance:</p> <ul style="list-style-type: none"> <li>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</li> <li>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</li> </ul>  | <p>For instance:</p> <ul style="list-style-type: none"> <li>Use a variety of rolling actions to travel on the floor and along apparatus</li> <li>Travel with a partner; move away from and together on the floor and on apparatus</li> <li>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</li> </ul>   | <p>For instance:</p> <ul style="list-style-type: none"> <li>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</li> <li>Increase the variety of pathways, levels and speeds at which you travel</li> <li>Travel in time with a partner, move away from and back to a partner</li> </ul>   |
|                   | Balance  | <p>For instance:</p> <ul style="list-style-type: none"> <li>Explore balancing on different body parts e.g. bottom, back, front, side</li> </ul>  | <p>For instance:</p> <ul style="list-style-type: none"> <li>Stand and sit "like a gymnast"</li> <li>Explore the 5 basic shapes: straight/tucked/star/straddle/pike</li> <li>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</li> <li>Develop balance by showing good tension in the core and extension in the arms and legs, hands and feet</li> </ul> | <p>For instance:</p> <ul style="list-style-type: none"> <li>Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite)</li> <li>Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot</li> <li>Explore balancing with a partner: facing, beside, behind and on different levels</li> <li>Move in and out of balance fluently</li> </ul> | <p>For instance:</p> <ul style="list-style-type: none"> <li>Perform balances with control, showing good body tension</li> <li>Mirror and match partner's balance i.e. making same shape on a different level or in a different place</li> <li>Explore symmetrical and asymmetrical balances on own and with a partner</li> <li>Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)</li> <li>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus</li> <li>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control</li> </ul> |
|                   | Jump     | <p>For instance:</p> <ul style="list-style-type: none"> <li>Jump with knees bent and land safely</li> </ul>  | <p>For instance:</p> <ul style="list-style-type: none"> <li>Explore shape in the air when jumping and landing with control (e.g. star shape, pencil jump and tuck jump)</li> </ul>   | <p>For instance:</p> <ul style="list-style-type: none"> <li>Explore leaping forward in stag jump, taking off from one foot and landing on the other</li> <li>Add a quarter or half turn/twisted shape into a jump before landing</li> </ul>   | <p>For instance:</p> <ul style="list-style-type: none"> <li>Make symmetrical and asymmetrical shapes in the air</li> <li>Jump along, over and off apparatus of varying height with control in the air and on landing.</li> </ul>   |
|                   | Sequence |  | <p>For instance:</p> <ul style="list-style-type: none"> <li>Perform gymnastic sequence with a range of movements e.g. balance, a travelling action and a</li> </ul>  | <p>For instance:</p> <ul style="list-style-type: none"> <li>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3</li> </ul>  | <p>For instance:</p> <ul style="list-style-type: none"> <li>Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring;</li> </ul>  |

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|------------|--|--|---|--|
|            |  | <ul style="list-style-type: none"> <li>jump</li> <li>Teach sequence to a partner and perform together</li> </ul> | <ul style="list-style-type: none"> <li>different ways of travelling</li> <li>Work with a partner to create a sequence.</li> </ul> | <ul style="list-style-type: none"> <li>and matching shapes and balances</li> <li>Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</li> </ul> |
| Vocabulary | Key vocabulary: jump, travel, balance, forwards, backward, skip, hop | Key vocabulary: explore, perform, movement, confident, control, travel, support, landing                         | Key vocabulary: extended, sequence, take-off, present, precision, tuck jump, direction, communicate, rotate                       | Key vocabulary: Complex, combination, counter balance, counter tension, symmetrical, spring, accelerate, decelerate  |

|                                    |                 | EYFS                      | Year 1 and 2 | Year 3 and 4  | Year 5 and 6 |
|------------------------------------|-----------------|---------------------------|--------------|---|--------------|
| Swimming                           | Content         | Not taught in EYFS or KS1 |              | <p>All schools must provide swimming instruction in either KS1 or KS2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</li> <li>perform safe self-rescue in different water-based situations</li> </ul> |              |
|                                    | Vocab           |                           |              | Key vocabulary: back stroke, front crawl, breast stroke, rescue, treading water, float  |              |
| Outdoor and Adventurous Activities | Orientation     | Not taught in EYFS or KS1 |              | <p>For instance:</p> <ul style="list-style-type: none"> <li>Orientate simple maps and plans</li> <li>Mark control points in correct position on map or plan</li> <li>Use simple maps and diagrams to follow a trail</li> <li>Find way back to a base point</li> </ul>   |              |
|                                    | Communicat      | Not taught in EYFS or KS1 |              | <p>For instance:</p> <ul style="list-style-type: none"> <li>Co-operate and share roles within a group</li> <li>Listen to each other's ideas when planning a task and adapt -Take responsibility for a role within the group</li> <li>Recognise that some outdoor adventurous activities can be dangerous</li> <li>Follow rules to keep self and others safe</li> </ul>  |              |
|                                    | Problem solving | Not taught in EYFS or KS1 |              | <p>For instance:</p> <ul style="list-style-type: none"> <li>Select appropriate equipment/route/people to solve a problem successfully</li> <li>Choose effective strategies and change ideas if not working</li> </ul>   |              |
|                                    | Vocab           |                           |              | Key vocabulary: Problem solving, effective, co-operate, obstacles, key, direction, orienteering, compass, adapt, strategy, spatial awareness  |              |