



Stanbridge Lower School

PE Skills Progression Map

Overview

The Statutory Framework for the Early Years Foundation Stage sets out physical development as one of the three prime areas of learning and development that are crucial for igniting children's curiosity and enthusiasm for learning. Settings must provide opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. The Framework also sets out expressive arts and design as one of the further four specific areas of learning this states that settings must enable children to explore and play with a wide range of media and materials as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, dance, role-play, and design and technology.

The 2014 National Curriculum for Physical Education states that a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Further to the expectations set out in the EYFS Framework and the National Curriculum, guidance from the UK Chief Medical Officers states that children and young people (aged 5-18) should engage in moderate to vigorous physical activity for at least 60 minutes per day on average, and should engage in a variety of types and intensities of physical activity to develop movement skills, muscular fitness and bone strength

Curriculum Aims

In the EYFS children should cover the Early Learning Goals for physical development, including moving and handling and health and self-care by:

- showing good control and co-ordination in large and small movements
- moving confidently in a range of ways, safely negotiating space
- handling equipment and tools effectively, including pencils for writing
- knowing the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe
- managing their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

The ELG for expressive arts and design, including exploring and using media and materials and being imaginative should be covered by:

- sing songs, make music and dance, and experiment with ways of changing them
- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- use what they have learnt about media and materials in original ways, thinking about uses and purposes

- represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories

At Key Stage 1, pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

At Key Stage 2, pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

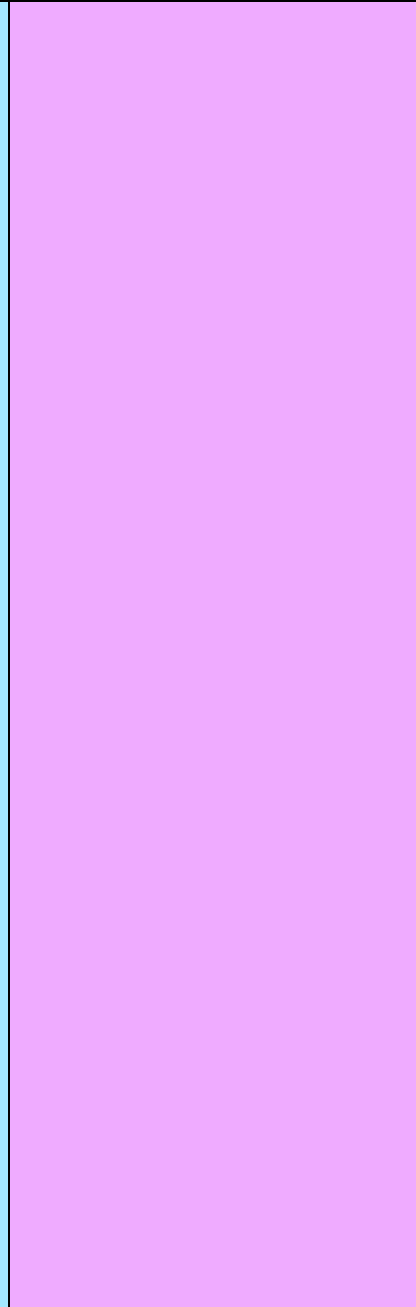
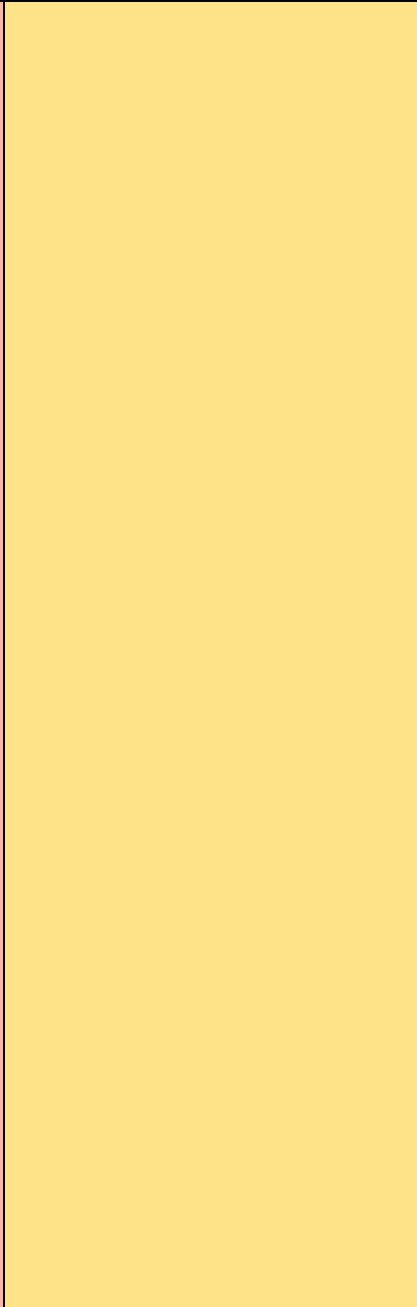
All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

The tables below show the skills to be covered in each Year group. Objectives in italics are Rising Stars objectives taken from Classroom Monitor. Additional objectives show how to meet the Rising Stars objectives and ensure in-depth coverage. For Reception, 30-50 and 40-60 indicate the development statements from the Development Matters document 30-50 months and 40-60 months respectively, and indicate what **most** children should be able to do by this point. ELG indicates the Early Learning Goal.

<u>Dance</u>				
Reception	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • 30-50: Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • 30-50: Enjoy joining in with dancing and ring games. • 30-50: Begin to move rhythmically. • 30-50: Imitate movement in response to music. • 30-50: Develop preferences for forms of expression. • 30-50: Use movement to express feelings. • 30-50: Create movement in response to music. • 30-50: Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. • 40-60: Experiment with different ways of moving. • 40-60: Begin to build a repertoire of songs and dances. 	<ul style="list-style-type: none"> • Perform the basic dance actions e.g. travel and change direction, turn, jump, gesture, balance/stillness, change of size and shape. • Copy short motifs (a short phrase, movement or gesture that is repeated). • Link two or more actions together. 	<ul style="list-style-type: none"> • Copy and repeat actions. • Put a sequence of actions together to create a motif. • Vary the speed of their actions. • Use simple choreographic devices such as unison, canon and mirroring. • Begin to improvise independently to create a simple dance. 	<ul style="list-style-type: none"> • Copy, remember and repeat actions. • Create a short motif inspired by a stimulus. • Change the speed and level of their actions. • Use simple choreographic devices such as unison, canon and mirroring. 	<ul style="list-style-type: none"> • Perform basic dance actions with greater control over each element. • Choreograph motifs using repetition, direction, level, speed & space • Perform given routines from memory, performing all the elements in the correct order. • Choreograph short routines in time with a given piece of music. Explore different styles of dance and copy steps from them with increasing accuracy.
	<ul style="list-style-type: none"> • Begin to improvise with a partner to create a simple dance. • Create motifs from different stimuli. • Begin to compare and adapt movements and motifs to create a larger sequence. • Use simple dance vocabulary to compare and improve work. 			<ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style. • Compose a dance that reflects the chosen dance style. • Confidently improvise with a partner or on their own. • Compose longer dance sequences in a small group.

- *40-60: Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.*
- *ELG: Show good control and co-ordination in large and small movements.*
- *ELG: Move confidently in a range of ways, safely negotiating space.*
- *ELG: Sing songs, make music and dance, and experiment with ways of changing them.*
- *ELG: Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.*
- Join a range of different movements together.
- Change the speed of their actions.
- Change the style of their movements.
- Create a short movement phrase which demonstrates their own ideas.



Gymnastics

Reception	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • 30-50: Stand momentarily on one foot when shown. • 30-50: Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • 30-50: Mount stairs, steps or climbing equipment using alternate feet. • 30-50: Walk downstairs, two feet to each step, while carrying a small object. • 40-60: Experiment with different ways of moving. • 40-60: Jump off an object and land appropriately. • 40-60: Travel with confidence and skill around, under, over and through balancing and climbing equipment. • 40-60: Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 	<ul style="list-style-type: none"> • Perform simple rolls e.g. forward, pencil, teddy-bear. • Copy stretching movements for different parts of the body. • Balance using their hands, feet or seat. • Create different shapes when balancing e.g. thin, wide, twisted, curled. • Copy short movements to combine simple balances. e.g. balance - travel – balance • Travel in different ways e.g. jumping, skipping, walking, leaping, hopping etc. 	<ul style="list-style-type: none"> • Copy, explore and remember actions and movements to create their own sequence. • Link actions to make a sequence. • Travel in a variety of ways, including rolling. • Hold a still shape whilst balancing on different points of the body. • Jump in a variety of ways and land with increasing control and balance. • Climb onto and jump off the equipment safely. • Move with increasing control and care. 	<ul style="list-style-type: none"> • Perform a range of rolls with a good level of accuracy e.g. forwards, backwards. • Create their own stretching routine to prepare for gymnastics. • Balance on pads and points. • Make a range of different shapes when balancing. • Combine shapes and balances in a performance. • Use all parts of their body when travelling in different ways. • Choose ideas to compose a movement sequence independently and with others. • Link combinations of actions with increasing confidence, including changes of direction, speed or level. • Develop the quality of their actions, shapes and balances. • Move with coordination, control and care. • Use turns whilst travelling in a variety of ways. • Use a range of jumps in their sequences. • Begin to use equipment to vault. • Create interesting body shapes while holding 	<ul style="list-style-type: none"> • Create a sequence of actions that fit a theme. • Use an increasing range of actions, directions and levels in their sequences. • Move with clarity, fluency and expression. • Show changes of direction, speed and level during a performance. • Travel in different ways, including using flight. • Improve the placement and alignment of body parts in balances. • Use equipment to vault in a variety of ways. • Carry out balances, recognising the position of their centre of gravity and

<ul style="list-style-type: none"> • <i>ELG: Show good control and co-ordination in large and small movements.</i> • <i>ELG: Move confidently in a range of ways, safely negotiating space.</i> • Create a short sequence of movements. • Roll in different ways with control. • Travel in different ways. • Stretch in different ways. • Jump in a range of ways from one space to another with control. • Begin to balance with control. • Move around, under, over, and through different objects and equipment. 	<p>and equipment.</p> <ul style="list-style-type: none"> • Begin to move with control and care. 		<p>balances with control and confidence.</p> <ul style="list-style-type: none"> • Begin to show flexibility in movements. 	<p>how this affects the balance.</p> <ul style="list-style-type: none"> • Begin to develop good technique when travelling, balancing and using equipment. • Develop strength, technique and flexibility throughout performances.
<p>Key Skills:</p> <ul style="list-style-type: none"> • <i>Rolls:</i> <ul style="list-style-type: none"> -Curled side roll (egg roll) -Log roll (pencil roll) -Teddy bear roll • <i>Jumps:</i> <ul style="list-style-type: none"> -Straight jump -Tuck jump -Jumping Jack -Half turn jump 	<p>Key Skills:</p> <ul style="list-style-type: none"> • <i>Rolls:</i> <ul style="list-style-type: none"> -Log roll (controlled) -Curled side roll (egg roll) (controlled) -Teddy bear roll (controlled) • <i>Jumps:</i> <ul style="list-style-type: none"> -Straight jump -Tuck jump -Jumping jack 	<p>Key Skills:</p> <ul style="list-style-type: none"> • <i>Rolls:</i> <ul style="list-style-type: none"> -Log roll (controlled) -Curled side roll (egg roll) (controlled) -Teddy bear roll (controlled) -Rocking for forward roll -Crouched forward roll • <i>Jumps:</i> <ul style="list-style-type: none"> -Straight jump 	<p>Key Skills:</p> <ul style="list-style-type: none"> • <i>Rolls:</i> <ul style="list-style-type: none"> -Crouched forward roll -Forward roll from standing -Tucked backward roll • <i>Jumps:</i> <ul style="list-style-type: none"> -Straight jump -Tuck jump -Jumping jack -Star jump 	<p>Key Skills:</p> <ul style="list-style-type: none"> • <i>Rolls:</i> <ul style="list-style-type: none"> -Forward roll from standing -Straddle forward roll -Tucked backward roll -Backward roll to straddle • <i>Jumps:</i> <ul style="list-style-type: none"> -Straight jump -Tuck jump -Jumping jack

<ul style="list-style-type: none"> • <i>Shapes & Balances:</i> <ul style="list-style-type: none"> -Standing balances • <i>Travelling & Linking Actions:</i> <ul style="list-style-type: none"> -Tiptoe -Step -Jump -Hop <p><i>Other:</i></p> <ul style="list-style-type: none"> -Bunny hop 	<ul style="list-style-type: none"> -Half turn jump -Cat spring <ul style="list-style-type: none"> • <i>Vault:</i> <ul style="list-style-type: none"> -Straight jump off springboard • <i>Shapes & Balances:</i> <ul style="list-style-type: none"> -Standing balances -Kneeling balances -Pike shape -Tuck shape -Star shape -Straight shape -Straddle shapes • <i>Travelling & Linking Actions:</i> <ul style="list-style-type: none"> -Tiptoe -Step -Jump -Hop -Hopscotch -Skipping -Galloping • <i>Other:</i> <ul style="list-style-type: none"> -Bunny hop -Front support wheelbarrow with partner 	<ul style="list-style-type: none"> -Tuck jump -Jumping jack -Half turn jump -Cat spring -Cat spring to straddle <ul style="list-style-type: none"> • <i>Vault:</i> <ul style="list-style-type: none"> -Hurdle step onto springboard -Straight jump off springboard -Tuck jump off springboard • <i>Shapes & Balances:</i> <ul style="list-style-type: none"> -Standing balances -Kneeling balances -Large body part balances -Balances on apparatus -Balances with a partner -Pike shape -Tuck shape -Star shape -Straight shape -Straddle shapes -Front and back support • <i>Travelling & Linking Actions:</i> <ul style="list-style-type: none"> -Tiptoe -Step -Jump -Hop -Hopscotch -Skipping -Galloping -Straight jump half-turn 	<ul style="list-style-type: none"> -Straddle jump -Pike jump -Straight jump half-turn -Cat leap <ul style="list-style-type: none"> • <i>Vault:</i> <ul style="list-style-type: none"> -Hurdle step onto springboard -Squat on vault -Star jump off -Tuck jump off -Straddle jump off -Pike jump off • <i>Shapes & Balances:</i> <ul style="list-style-type: none"> -Large and small body part balances, including standing and kneeling balances -Balances on apparatus -Matching and contrasting partner balances -Pike shape -Tuck shape -Star shape -Straight shape -Straddle shapes -Front and back support • <i>Travelling & Linking Actions:</i> <ul style="list-style-type: none"> -Tiptoe -Step -Jump -Hop -Hopscotch -Skipping 	<ul style="list-style-type: none"> -Star jump -Straddle jump -Pike jump -Straight jump half-turn -Straight jump full-turn -Cat leap -Cat leap half-turn <ul style="list-style-type: none"> • <i>Vault:</i> <ul style="list-style-type: none"> -Hurdle step onto springboard -Squat on vault -Straddle on vault -Star jump off -Tuck jump off -Straddle jump off -Pike jump off • <i>Shapes & Balances:</i> <ul style="list-style-type: none"> -1, 2, 3 and 4- point balances -Balances on apparatus -Balances with and against a partner -Pike shape -Tuck shape -Star shape -Straight shape -Straddle shapes -Front and back support • <i>Travelling & Linking Actions:</i> <ul style="list-style-type: none"> -Tiptoe -Step -Jump -Hop
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		<ul style="list-style-type: none"> • <i>Other:</i> -Bunny hop -Front support wheelbarrow with partner -T-lever -Scissor kick 	<ul style="list-style-type: none"> -Chassis steps -Straight jump half turn -Cat leap • <i>Other:</i> -Handstand -Lunge into handstand -Cartwheel 	<ul style="list-style-type: none"> -Hopscotch -Skipping -Chassis steps -Straight jump half turn -Straight jump full turn -Cat leap -Cat leap half turn -Pivot • <i>Other:</i> -Lunge into handstand -Lunge into cartwheel
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Please note – the age range is only a guide. All skills should be taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a child has not mastered a forward roll from standing in Year 3, the skill can be revisited in Year 4 if necessary.

<u>Games</u>				
Reception	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • 30-50: Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. • 30-50: Catch a large ball. • 40-60: Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • 40-60: Show increasing control over an object in pushing, patting, throwing, catching or kicking it. • ELG: Show good control and co-ordination in large and small movements. • ELG: Move confidently in a range of ways, safely negotiating space. • ELG: Handle equipment and tools effectively, including pencils for writing. • Hit a ball with a bat or racquet. • Roll equipment in different ways. 	<ul style="list-style-type: none"> • Move into a given space within a game. • Begin to understand where to stand to make a game more difficult for an opponent. • Throw a ball underarm, over arm and use a bounce pass. • Move into a given space to catch a ball. • Pass a ball to a partner using their hands and feet. • Hit a ball with a tennis style bat or racquet. • Stop a ball with their feet before passing it. 		<ul style="list-style-type: none"> • Dribble a ball in a straight line e.g. with their feet or a hockey stick. • Find space to move into within a game. • Use a range of techniques to help keep possession of the ball in a team game. • Show control of a range of different throws / passes e.g. over arm, underarm, chest pass. • Move to catch a ball within a game, maintaining eye contact with the ball. • Pass a ball accurately when moving around during a game. • Hit a ball with a range of different bats/racquets. 	
	<ul style="list-style-type: none"> • Use hitting skills in a game. • Practise basic striking, sending and receiving. • Throw underarm and overarm. • Catch and bounce a ball. • Use rolling skills in a game. • Practise accurate throwing and consistent catching. • Travel with a ball in different ways. • Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. • Pass the ball to another player in a game. • Use kicking skills in a game. 	<ul style="list-style-type: none"> • Strike or hit a ball with increasing control. • Learn skills for playing striking and fielding games. • Position the body to strike a ball. • Throw different types of equipment in different ways, for accuracy and distance. • Throw, catch and bounce a ball with a partner. • Use throwing and catching skills in a game. • Throw a ball for distance. • Use hand-eye coordination to control a ball. • Vary types of throw used. • Bounce and kick a ball whilst 	<ul style="list-style-type: none"> • Demonstrate successful hitting and striking skills. • Develop a range of skills in striking (and fielding where appropriate). • Practise the correct batting technique and use it in a game. • Strike the ball for distance. • Throw and catch with greater control and accuracy. • Practise the correct technique for catching a ball and use it in a game. • Perform a range of catching and gathering skills with control. • Catch with increasing control 	<ul style="list-style-type: none"> • Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. • Accurately serve underarm. • Build a rally with a partner. • Use at least two different shots in a game situation. • Use hand-eye coordination to strike a moving and a stationary ball. • Develop different ways of throwing and catching. • Move with the ball using a range of techniques showing control and fluency. • Pass the ball with increasing speed, accuracy and success

<ul style="list-style-type: none"> • Throw underarm. • Throw an object at a target. • Catch equipment using two hands. • Move a ball in different ways, including bouncing and kicking. • Use equipment to control a ball. • Kick an object at a target. • Move safely around the space and equipment. • Travel in different ways, including sideways and backwards. • Play a range of chasing games. • Follow simple rules. 	<ul style="list-style-type: none"> • Use different ways of travelling in different directions or pathways. • Run at different speeds. • Begin to use space in a game. • Begin to use the terms attacking and defending. • Follow simple rules to play games, including team games. • Use simple attacking skills such as dodging to get past a defender. • Use simple defensive skills such as marking a player or defending a space. 	<ul style="list-style-type: none"> • moving. • Use kicking skills in a game. • Use dribbling skills in a game. • Know how to pass the ball in different ways. • Use different ways of travelling at different speeds and following different pathways, directions or courses. • Change speed and direction whilst running. • Begin to choose and use the best space in a game. • Begin to use and understand the terms attacking and defending. • Understand the importance of rules in games. • Use at least one technique to attack or defend to play a game successfully. 	<ul style="list-style-type: none"> • and accuracy. • Throw a ball in different ways (e.g. high, low, fast or slow). • Develop a safe and effective overarm bowl. • Move with the ball in a variety of ways with some control. • Use two different ways of moving with a ball in a game. • Pass the ball in two different ways in a game situation with some success. • Know how to keep and win back possession of the ball in a team game. • Find a useful space and get into it to support teammates. • Use simple attacking and defending skills in a game. • Use fielding skills to stop a ball from travelling past them. • Apply and follow rules fairly. • Understand and begin to apply the basic principles of invasion games. • Know how to play a striking and fielding game fairly. 	<ul style="list-style-type: none"> • in a game situation. • Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. • Make the best use of space to pass and receive the ball. • Use a range of attacking and defending skills and techniques in a game. • Use fielding skills as an individual to prevent a player from scoring. • Vary the tactics they use in a game. • Adapt rules to alter games.
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Athletics

Reception	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • 30-50: Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • 30-50: Run skilfully and negotiate space successfully, adjusting speed or direction to avoid • 40-60: Experiment with different ways of moving. • 40-60: Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • 40-60: Show increasing control over an object in pushing, patting, throwing, catching or kicking it. • ELG: Show good control and co-ordination in large and small movements. • ELG: Move confidently in a range of ways, safely negotiating space. 	<ul style="list-style-type: none"> • Sprint up to 60m. • Run 100m. • Use over arm and underarm throws to throw items in a straight line. • Jump side to side; both feet together; one foot to the other. 	<ul style="list-style-type: none"> • Sprint up to 100m. • Run 200m • Use the correct action to throw a javelin without a run up. • Use a push throw to throw a discus and shot put. • Jump: one foot to the other (high jump); one foot to two feet (long jump). 		
	<ul style="list-style-type: none"> • Vary their pace and speed when running. • Run with a basic technique over different distances. • Show good posture and balance. • Jog in a straight line. • Change direction when jogging. • Sprint in a straight line. • Change direction when sprinting. • Maintain control as they change direction when jogging or sprinting. • Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • Perform a short jumping sequence. • Jump as high as possible. 	<ul style="list-style-type: none"> • Run at different paces, describing the different paces. • Use a variety of different stride lengths. • Travel at different speeds. • Begin to select the most suitable pace and speed for distance. • Complete an obstacle course. • Vary the speed and direction in which they are travelling. • Run with basic techniques following a curved line. • Be able to maintain and control a run over different distances. • Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. 	<ul style="list-style-type: none"> • Identify and demonstrate how different techniques can affect their performance. • Focus on their arm and leg action to improve their sprinting technique. • Begin to combine running with jumping over hurdles. • Focus on trail leg and lead leg action when running over hurdles. • Understand the importance of adjusting running pace to suit the distance being run. • Use one and two feet to take off and to land with. • Develop an effective take-off for the standing long jump. • Develop an effective flight phase for the standing long jump. • Land safely and with control. • Throw with greater control 	<ul style="list-style-type: none"> • Confidently demonstrate an improved technique for sprinting. • Carry out an effective sprint finish. • Perform a relay, focusing on the baton changeover technique. • Speed up and slow down smoothly. • Learn how to combine a hop, step and jump to perform the standing triple jump. • Land safely and with control. • Begin to measure the distance jumped. • Perform a pull throw. • Measure the distance of their throws. • Continue to develop techniques to throw for increased distance.

<ul style="list-style-type: none"> • <i>ELG: Handle equipment and tools effectively, including pencils for writing.</i> • Run in different ways for a variety of purposes. • Jump in a range of ways, landing safely. • Roll equipment in different ways. • Throw underarm. • Throw an object at a target. 	<ul style="list-style-type: none"> • Jump as far as possible. • Land safely and with control. • Work with a partner to develop the control of their jumps. • Throw underarm and overarm. • Throw a ball towards a target with increasing accuracy. • Improve the distance they can throw by using more power. 	<ul style="list-style-type: none"> • Combine different jumps together with some fluency and control. • Jump for distance from a standing position with accuracy and control. • Investigate the best jumps to cover different distances. • Choose the most appropriate jumps to cover different distances. • Know that the leg muscles are used when performing a jumping action. • Throw different types of equipment in different ways, for accuracy and distance. • Throw with accuracy at targets of different heights. • Investigate ways to alter their throwing technique to achieve greater distance. 	<p>and accuracy.</p> <ul style="list-style-type: none"> • Show increasing control in their overarm throw. • Perform a push throw. • Continue to develop techniques to throw for increased distance. 	
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Outdoor Adventurous Activities

Reception	Year 1	Year 2	Year 3	Year 4
			<ul style="list-style-type: none"> • Follow a school map to navigate around a simple course designed by themselves and others. • Read basic symbols on an orienteering map and start to create their own appropriate symbols. • Use verbal communication within group activities to help solve problems/complete challenges. • Use non-verbal communication strategies to help solve problems/complete challenges. • Follow the instructions of others when working within a team. • Evaluate their own performance within a group or individual challenge. 	<ul style="list-style-type: none"> • Identify and use effective communication to begin to work as a team. • Identify symbols used on a key. • Communicate clearly with other people in a team, and with other teams. • Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. • Associate the meaning of a key in the context of the environment. • Try a range of equipment for creating and completing an activity.
			<ul style="list-style-type: none"> • 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. • Begin to choose equipment that is appropriate for an activity. • Communicate with others. 	

				<ul style="list-style-type: none">• Make an informed decision on the best equipment to use for an activity.• Plan and organise a trail that others can follow.• Communicate clearly with others.• Work as part of a team.• Begin to use a map to complete an orienteering course.
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Swimming

Reception	Year 1	Year 2	Year 3	Year 4
•	•	•	<ul style="list-style-type: none"> • <i>Swim 10m on their front and back without stopping.</i> • <i>Use the correct arm and leg movements to swim front crawl and backstroke.</i> • <i>Climb out of the pool unaided.</i> • <i>Submerge their head under water and blow bubbles.</i> • <i>Swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance.</i> • <i>Use floats to swim longer distances with a more controlled leg kick.</i> • <i>Put face under the water and blow bubbles (begin to do this whilst swimming).</i> • <i>Explore how to move in and under water.</i> • <i>Recognise how swimming affects breathing.</i> • <i>Identify and describe differences between different leg and arm actions.</i> • <i>Join in all swimming activities confidently.</i> 	<ul style="list-style-type: none"> • <i>Swim a complete length of the pool, on their front and back without stopping.</i> • <i>Use the correct arm and leg movements to swim breaststroke.</i> • <i>Tread water for at least 2 minutes.</i> • <i>Put their head in the water when using different strokes.</i> • <i>Swim between 20m and 25m unaided in shallow water, using one stroke.</i> • <i>Begin to swim 20m-25m unaided using a second stroke.</i> • <i>Put face in water and breathe correctly when swimming in one identifiable stroke.</i> • <i>Use a float to aid their swimming and confidence in deeper water.</i> • <i>Use a float to develop leg and arm techniques.</i> • <i>Begin to explain how to keep safe whilst in water and what dangers should be identified.</i>

			<ul style="list-style-type: none">• Understand water can be dangerous and repeat what to do when in difficulty.	
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Year 3 Rising Stars objectives are taken from KS1, as swimming is not taught earlier than Year 3. If children are confidently meeting objectives, move to Year 4 Rising Stars objectives.

Further to the sport specific skills covered above, children should learn how to stay healthy, and why a healthy lifestyle is important, how to compete and perform effectively, and how to evaluate their own and others' performance. To that end, the below tables detail the objectives to be covered alongside the sport specific objectives above. Many objectives can be met across sports, to ensure the knowledge becomes embedded.

<u>Health/Fitness</u>				
Reception	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • 30-50: Observe the effects of activity on their bodies. • 30-50: Understand that equipment and tools have to be used safely. • 40-60: Show understanding of the need for safety when tackling new challenges and consider and manage some risks. • 40-60: Show understanding of how to transport and store equipment safely. • 40-60: Practice some appropriate safety measures without direct supervision. • ELG: Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. • Describe how the body feels when still and when exercising. 	<ul style="list-style-type: none"> • Describe how the body feels before, during and after exercise. • Carry and place equipment safely. 	<ul style="list-style-type: none"> • Recognise and describe how the body feels during and after different physical activities. • Explain what they need to stay healthy. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Compete/Perform

Reception	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • Control my body when performing a sequence of movements. • Participate in simple games. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Perform sequences of their own composition with coordination. • Perform learnt skills with increasing control. • Compete against self and others. 	<ul style="list-style-type: none"> • 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. • Begin to complete activities in a set period of time. • Begin to offer an evaluation of personal performance and activities. 	<ul style="list-style-type: none"> • Perform and create sequences with fluency and expression. • Perform and apply skills and techniques with control and accuracy. • Take part in a range of competitive games and activities. • Complete and orienteering course more than once and begin to identify ways of improving completion time. • Offer an evaluation of both personal performance and activities. • Start to improve trails to increase the challenge of the courses.

Evaluating

Reception	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • Talk about what they have done. • Talk about what others have done. 	<ul style="list-style-type: none"> • Watch and describe performances. • Begin to say how they could improve. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time. 	<ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • Modify their use of skills or techniques to achieve a better result.