

Together we work to succeed and flourish



Physical Education Rationale

Intent

At Guilden we believe that PE is a vital part of educating the whole child, ensuring that they have the skills, knowledge and understanding to lead a healthy life now and in the future. We believe that PE provides children with the opportunity to learn about physiology, health, well-being, relationships and personal target setting and challenges. This could be within competitive sports, PE lessons, fitness activities or a range of other outdoor activities. We aim to provide a PE curriculum that children from EYFS to Year 6 enjoy and fully participate in but which also allows them to experience a range of activities that help them to develop their health, fitness and wellbeing. We intend to offer a high-quality physical education curriculum that inspires all children to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for children 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, teamwork, resilience and respect. As a school, we recognise that children come to PE with a range of experiences and abilities and make sure that all children are fully supported within PE whatever their needs medical, physical, SEND or well-being. PE at Guilden is fully inclusive and recognises and supports everyone.

Implementation

Staff teaching PE, which includes our external dance teacher, will plan and teach PE lessons using the Complete PE scheme of work. The Complete PE programme provides fun and simple to follow units of work and support across the school from Early Years Foundation Stage, Key Stage 1 and Key Stage 2 that gives staff the confidence and skills to deliver outstanding PE. Complete PE is fully aligned to the proposed National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning. The foundations of the units are based on fundamental movement skills of agility, balance and coordination, inclusive competition and broader essential holistic skills (creative, cognitive, social and personal skills). At Guilden, we have mapped out our progressive and well sequenced PE curriculum using units from Complete PE to cater for our mixed year groups over a two-year cycle, which includes swimming lessons for all pupils from Reception onwards in the last summer term, in our own swimming pool at school.

Impact

Pupils should demonstrate confidence in a broad range of PE and Sporting skills, evident in lessons and also (for many) in participation in inter-schools and external events. Success in PE should also be evident in their social and personal skills, resilience and sense of team-work.







Physical Education National Curriculum Coverage

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 coordination, and begin to apply these in a range of activities
- A participate in team games, developing simple tactics for attacking and defending
- A perform dances using simple movement patterns.

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:





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- ♣ use running, jumping, throwing and catching in isolation and in combination
- A 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
- A 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.

Swimming

All schools must provide swimming instruction either in key stage 1 or key stage 2.

(We provide it for the whole school)

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]
- A perform safe self-rescue in different water-based situations







Physical Education Curriculum Map

CYCLE A 2024 - 2025	Autu	mn 1	Autu	mn 2	Spri	ng 1	Spri	ng 2	Sumr	mer 1	Sumi	mer 2
Reception	Locomotion: Walking	Gymnastics: High, Low, Over, Under	Games: Learning Through Play	Dance: Customised Unit	Ball Skills: Hands 1	Gymnastics: Moving	Ball Skills: Feet 1	Dance: Customised Unit	Ball Skills: Hands 2	Rackets, Bats, Balls & Balloons	Swimming & Water Safety	Locomotion Jumping
Year 1 & 2	Locomotion: Running Year 1	Gymnastics: Body Parts Year 1	Ball Skills: Hands 1 Year 1	Dance: Customised Unit	Games For Understanding Year 1 and 2 Customised Lessons	Gymnastics: Pathways Year 2	Locomotion: Dodging Year 2	Dance: Customised Unit	Ball Skills: Hands 1 Year 2	Rackets, Bats & Balls (Customised Lessons Year 1 and 2)	Swimming & Water Safety	Health & Well Being (Customised Lessons Year 1 and 2)
Year 3, 4, 5 & 6	Running / Throwing & Jumping Generic Units Customised Lessons	Gymnastics: Canon and Unison (Year 3)	Games: Handball Year 3 & 4	Dance: Customised Unit	Games: Hockey Year 3 & 4	Gymnastics: Levels & Direction (Year 4)	Games Dodgeball Year 3 & 4	Dance: Customised Unit	Striking & Fielding Cricket Rounders	OAA Problem Solving	Swimming & Water Safety	Health and Well Being Mindfulness Year 3





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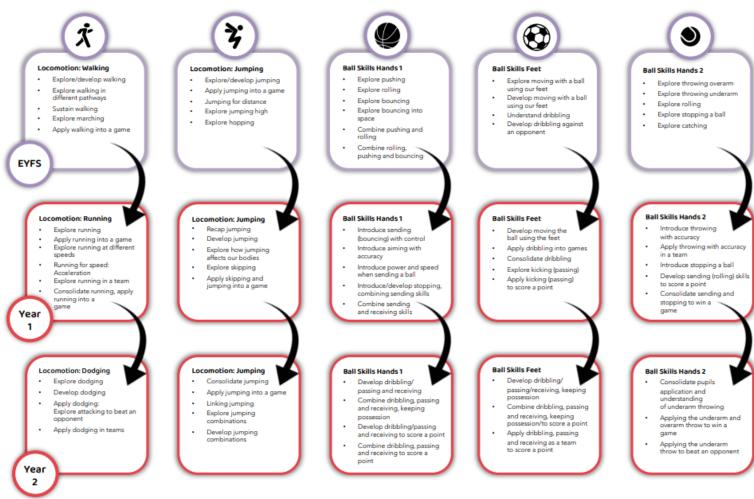
CYCLE B 2025 - 2026	Autu	mn 1	Autu	mn 2	Spri	ng 1	Spri	ng 2	Sumi	mer 1	Sumi	mer 2
Reception	Locomotion: Walking	Gymnastics: High, Low, Over, Under	Games: Learning Through Play	Dance: Customised Unit	Ball Skills: Hands 1	Gymnastics: Moving	Ball Skills: Feet 1	Dance: Customised Unit	Ball Skills: Hands 2	Rackets, Bats, Balls & Balloons	Swimming & Water Safety	Locomotion Jumping
Year 1 & 2	Locomotion: Jumping Year 1	Gymnastics: Wide, Narrow, Curled Year 1	Ball Skills: Hands 2 Year 1	Dance: Customised Unit	Ball Skills Feet (Customised Lessons Year 1 and 2)	Gymnastics: Linking Year 2	Locomotion: Jumping Year 2	Dance: Customised Unit	Ball Skills: Hands 2 Year 2	Rackets, Bats & Balls (Customised Lessons Year 1 and 2)	Swimming & Water Safety	Team Building (Customised Lessons Year 1 and 2)
Year 3, 4, 5 & 6	Running / Throwing & Jumping Generic Units Customised Lessons	Gymnastics: Symmetry & Asymmetry (Year 3)	Games Netball Year 3 & 4	Dance: Customised Unit	Games Tag Rugby Year 3 & 4	Gymnastics: Bridges (Year 4)	OAA Communication and Tactics	Dance: Customised Unit	Striking & Fielding Cricket Rounders	Game Sense: Net/Wall Customised Lessons	Swimming & Water Safety	Health and Well Being Mindfulness Year 4



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Foundation and KS1 Progression of Skills Overview





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Games For Understanding

- Taking turns/keeping the score
- Understanding and playing by the rules
- Avoiding a defender
- Preventing an attacker from scoring

EYFS

Games For Understanding

- Understanding the principles of attack/defence
- Applying attacking/ defending principles into a game
- Consolidate attacking/defending

Year 1

Games For Understanding

- Attacking/defending as a team
- Understanding the transition between defence and attack
- Create and apply attacking/ defensive tactics

Year 2



Rackets' Bats, Balls and

- Explore pushing/hitting a balloon with control
- Explore hitting a balloon with power into space
- Explore hitting/pushing (sending) a balloon with accuracy
- Explore balancing an object on a racket/bat

Rackets, Bats and Balls

- Develop pushing (dribbling) a ball with a racket: Introducing control
- Explore hitting and develop pushing a ball (with a racket) towards a target
- Explore hitting a ball (with a racket) with accuracy and power

Rackets, Bats and Balls

- Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent
- Introduce hitting (sending/striking) a ball into a space: Where and why?
- Striking the ball (with a bat) into space with intent



Health and Wellbeing

- Understanding what we mean by movement and exercise
- Exploring our heartbeat/ breathing when we exercise
- Understanding how exercise makes us feel
- Making exercise fun!

Health and Wellbeing

- Introduce and explore agility
- Introduce and explore balance
- Introduce and explore coordination: Bouncing, rolling and throwing

Health and Wellbeing

- Consolidate agility
- Consolidate balancing: Explore balancing on apparatus
- Introduce and explore coordination: Dribbling and kicking



Team Building

 We have not created a Team Building unit for Foundation.



Play

- Explore playing with equipment safely
- Playing with equipment safely: Taking Turns
- Learning to play with a partner
- Using equipment and other objects to travel

- Introducing teamwork
- Develop teamwork

Team Building

- Building trust and developing communication
- Cooperation and communication
- Explore simple strategies

Introducing teamwork

developing communication

Explore simple strategies

Consolidate teamwork

Develop teamwork

Building trust and

Cooperation and

communication

Problem solving:

 Problem solving: Consolidate teamwork

Team Building

Play

- Following instructions when playing games
- Keeping count (the score) when playing games
- Competing against myself
- Competing against others
 Playing competitive games

- / PI
 - Creating games on our own and with a partner and in teams
 - Exploring the role of the referee
 - Playing and creating competitive games with a referee
 - Playing competitive games against other teams

Foundation and KS1 Progression of Skills Overview





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High, Over, Under, Over

- Introduction to high, low, over and under
- Introduction to the apparatus
- Applying high and low on apparatus



Wide, Narrow, Curled

- Introduction to wide, narrow and curled
- Exploring the difference between wide, narrow and curled
- Transitioning between wide. narrow and curled Linking two movements together

Year

Linking

- Developing linking
- Linking on apparatus
- Jump, roll, balance sequences/on apparatus
- Creation of sequences
- Completion of sequences and performance

Year



Moving

- Explore moving and making shapes using different body
- Explore moving in different directions
- Explore big and small ways of moving and making shapes
- Moving in pairs
- Creating shapes in pairs

Body Parts

- Introduction to big/ small body parts
- Combining big and small with wide, narrow and curled
- Transition between wide narrow and curled using big and small body parts
- Adding (linking) movements together

- Explore/develop zigzag pathways/on apparatus
- Explore/develop curved pathways/on apparatus
- Creation of pathway sequences

Pathways

Completion of pathways sequences and performance



Nursery Rhymes

- Moving in sequence
- Creating our own movements
- Creating simple movement sequences
- Responding in movement to words and music
- Exploring contrasting tempos
- Exploring character movements

Exploring expression

The Zoo

- Developing our movements, adding movements together
- Responding to a rhythm: Introducing partner work
- Creating an animal sequence
- Exploring relationships within our motifs

Growing

Ourselves

Moving in sequence

to words and music

contrasting tempos

Exploring opposites

Creating their own

Responding in movement

Moving with props and

- Responding to rhythm
- Developing the growing plant 'dance'
- Introduction to motifs
- Creating motifs
- Creating movement sequences
- Relationships and performance

Dinosaurs

Moving with control

Adding movements together

Responding to rhythm in

Adding expression to our

Performing with a partner

Exploring relationships

characters' (dinosaur)

movements

Heroes

- Performing movements in sequence
- Creating movements that represent superpowers
- Creating movements that represent a superhero rescuing/saving, someone/something
- Exploring character movements

Mr Candy's Sweet Factory

- Exploring expression
- Linking movements together
- Creating a motif with characterisation, expression and emotion
- Extending our motifs with different dynamics (fast and slow)

Exploring

- Responding to stimuli
- Developing our motif with expression and emotion
- Applying choreography in our motifs
- Extending our motifs
- Sequences, relationships and performance

Water

- Responding to stimuli
- Developing whole group movement
- Improvisation and physical descriptions
- Creating contrasting movement sequences
- Sequences, relationships and performance

Foundation and KS1 Progression of Skills Overview

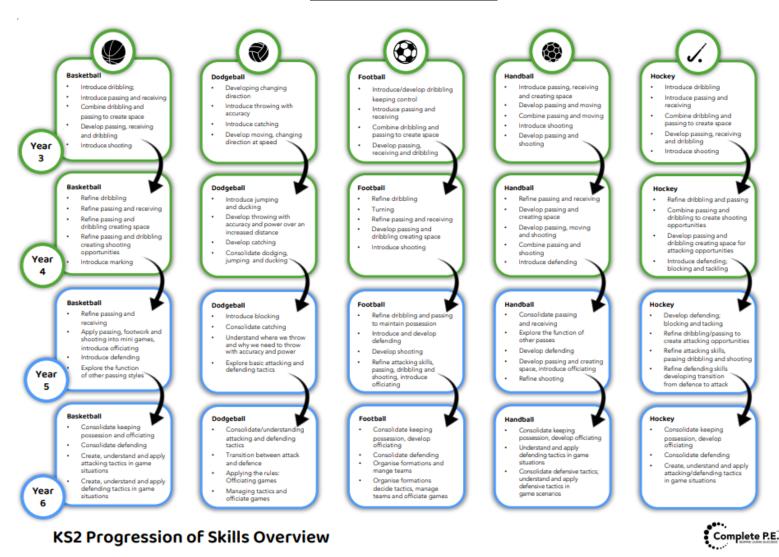




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KS2 Progression of Skills





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Netball

- Introduce passing, receiving and creating space
- Develop/combine passing
- Combine/develop passing and shooting

Year 3

- Refine passing and receiving
- Develop passing and dribbling creating space
- Develop passing, moving and shooting
- Refine passing and shooting Develop footwork

Year

Year

- Recap and refine dribbling and passing to create attacking opportunities
- Develop marking
- Refine shooting
- Refine attacking skills, passing, dribbling and shooting introduce officiating

Netball

- Consolidate keeping possession, develop officiating
- Consolidate defending
- Create, understand and apply attacking/defending tactics in game situations

Year

6



Tag Rugby

- Introduce moving with the ball, passing and receiving
- Introduce tagging
- Create space when attacking
- Develop passing and moving
- Combine passing/moving to create attacking opportunities

Tag Rugby

- Develop passing, moving and creating space

Apply learning to 3v3 mini

- Develop defending in game situations
- Combine passing and moving to create an attack and score

Tag Rugby

- Refine passing and moving to create attacking opportunities
- Explore different passes that can be used to outwit
- Refine defending as a team
- Create and apply defending tactics. Develop officiating

Tag Rugby

- Consolidate passing and moving
- Consolidate defending
- Create, understand and apply attacking/defending tactics in game situations
- Consolidate attacking and defending in min games



Cricket

- Understand the concept of batting and fielding
- Introduce throwing overarm
- Introduce throwing underarm
- Introduce catching
- Striking with intent

- Develop an understanding of batting and fielding
- Introduce bowling underarm
- Develop stopping and returning the ball
- Develop retrieving and returning the ball
- Striking the ball at different angels and speeds

Cricket

- Refine batting, batting and bowling tactics
- Refine fielding stopping, catching and throwing
- Combine bowling and fielding creating and applying
- Introduce umpiring and scoring

- Consolidate batting. fielding and bowling
- Create, understand and apply attacking and defensive tactics in game



Rounders

- Introduce to rounders
- Introduce overarm throwing
- Apply overarm and underarm
- Introduce stopping the ball
- Application of stopping the ball in a game

Rounders

- Develop fielding bowling with a backstop
- Introduce batting: how
- Develop batting; where and
- Introduce and apply basic fielding tactics

Rounders

- Develop fielding tactics maximising players
- Understand what happens if the batter misses the ball
- Refine fielding tactics. what players where?
- Applying tactics in mini games

- Introduction to full rounders
- Consolidate fielding tactics
- Refine our understanding of what happens if the batter misses or hits the ball backwards
- Batting considerations



Tennis

- Introduction tennis outwitting an opponent
- Creating space to win a point
- Consolidate how to win a game introduce rackets
- Introduce the forehand

- Developing the forehand
- Creating space to win a point using a racket
- Introduce the backhand
- Applying the forehand and backhand in game situations
- Applying the forehand and backhand creating space to win a point

- Introduce/develop the volley
- Controlling the game from the serve
- Doubles, understanding and applying tactics to win a

- Game application
- Game application, mixed ability doubles, round robin games





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Tactics and Communication

- Creating and applying simple tactics
- Developing leadership
- Develop communication as a team

 Create defending and attacking tactics as a tear

Problem Solving

- Benches and mats challenge
- Round the clock card challenge
- The pen challenge
- The river rope challenge
- Caving challenges

Year

Year

3

Orienteering

- Face orienteering
- Cone orienteering
- Point and return
- Point to point
- Timed course
- Orienteering competition

Year 5

Year 6

Leadership

- Understanding what makes an effective leader
- Communicating as a leader
- Introducing the STEP principle: Space, Task, Equipment and People



Quidditch

- Introduce throwing with accuracy
- Develop passing and receiving
- Combine passing and moving to keep possession
- Introduce shooting

Quidditch

- Develop the role of the Beater (defender)
- Develop the role of the Chaser (attacker)
- Refine dodging
- Introduce the role of the Keeper

Quidditch

- Refine the role of the Chaser
- Refine the role of the Beater
- Refine shooting
- Refine the role of the Keeper
- Introduce the Snitch and the Seekers

Quidditch

- Consolidate attacking
- Consolidate defending
- Application of 'powers' into game play to challenge tactical thinking



Athletics

- Explore running for speed
- Explore acceleration
- Introduce /develop relay: Running for speed in a team
- Throwing: Accuracy vs distance
- Standing Long Jump

Athletics

- Develop running at speed
- Exploring our stride pattern
- Exploring running at pace
- Understand and apply tactics when running for distance
- Javelin
- Standing Triple Jump

Athletics

- Finishing a race
- Evaluating our performance
- · Sprinting: My personal best
- Relay changeovers
- Shot Put
- Introducing the Hurdles

Athletics

- Running for speed competition
- Running for distance competition
- Throwing competition
- Jumping competition



Boccia

- Exploring sending
- Understand why we need to be accurate when sending the ball
- Develop our sending technique and understanding of accuracy
- Introduce scoring

Boccia

- Consolidating sending with accuracy in Boccia: Sending with pace and speed
- Tactical Play: Applying accuracy into our Boccia games
- Tactical Play: Defending in Boccia

Boccia

- Sending the ball: Develop our understanding why we need to be accurate
- Sending the ball: Refine our sending technique and understanding of accuracy
- Sending the ball: Applying accuracy in teams

Boccia

- Creating and applying basic tactics: Coaching and officiating Boccia games
- Level 1 Competition: Pairs Boccia
- Level 1 Competition: Team Boccia



Health and Wellbeing

· Exploring relaxation techniques

- Applying relaxation techniques and using them effectively
- Performing balanced meditative poses
- Using props to help us balance in our meditative poses

Health and Wellbeing

- Creating movements to help express ourselves and our emotions.
- Using mime to manage positive and negative emotions
- Using mediative poses to help control and manage our emotions

Health Related Exercise

- Explore and understand cardio fitness
- Explore and understand flexibility fitness
- Explore and understand strength fitness

Health Related Exercise

- Develop a secure understanding of cardio fitness
- Develop a secure understanding of flexibility fitness
- Develop a secure understanding of strength fitness





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J)

Wild Animals

- Responding to stimuli
- Developing character dance into a motif
- Develop sequences with a partner in character that show relationships
- Extending sequences with a partner in character

Cats

- Responding to stimuli working together
- Extending sequences with a partner in character
- Exploring two contrasting Relationships and interlinking dance moves

Year 4

Year

5

Year

3

Greeks

- Exploring the Greeks using compositional principles
- Extending sequences with a partner using compositional principles
- Creating movement using improvisation where movement is reactive

Carnin

- Performing with technical control and rhythm in a group
- Creating rhythmic patterns using the body
- Experiencing dance from a different culture

Year 6 Chorographical elements including still imagery



Weather

- Responding to stimuli, extreme weather
- Developing thematic dance into a motif
- Extending dance to create sequences with a partner
- Developing sequences with a partner

Space

- Extending sequences with a partner in character
- Developing sequences with a partner in character that show relationships and interlinking dance moves
- Sequences, relationships, choreography and performance

The Circus

- Develop character movements linked to prejudices
- Create movements that represent different characters and performers in a circus
- Extending our performance incorporating props and apparatus linked to the variety of performers

Titanic

- Creating rhythmic patterns using our body
- Extend choreography through controlled movements, character emotion and expression
- Explore the relationships between characters applying character emotion and expression



Witches and Wizards

- Responding to stimuli
- Developing characters and extending the story
- Creating motifs with a partner in character
- Developing characterisation

World War II

- Explore the behaviours of people in 1939
- Creating sequences in small groups that show character emotion
- Creating movements that interconnect

Street Art

- Using movement to create Street Artists' 'Tags'
- Using a variety of concepts/relationships to change and develop our Street Art movements
- Combining Breakdance with Street Art

Prejudice and Discrimination

- Exploring Prejudice and Discrimination
- Exploring Sexism/Classism through dance
- The power of unity through Dance: Tackling Prejudices



Symmetry and Asymmetry

- Introduction to symmetry
- Introduction to asymmetry
- Application of learning onto apparatus
- Sequence formation
- Sequence completion

Bridges

- Introduction to bridges
- Application of bridge learning onto apparatus
- Develop sequences with bridges
- Sequence formation
- Sequence completion

Counter Balance and Counter Tension

- Introduction to Counter Balance
- Application of Counter Balance learning onto apparatus
- Sequence formation
- Counter Tension
- Sequence completion

Matching and Mirroring

- Introduction to matching /mirroring
- Application of matching mirroring learning onto apparatus
- Sequence development



Canon and Unison

- Introduction to Unison
- Introduction to Canon
- Application of sequences in "Unison" and "Canon" onto apparatus
- Combining Canon and Unison in groups

Levels and Direction

- Exploring changes in 'Level'
- Exploring changes in 'Direction'
- Application of learning onto apparatus to include changes in "Level" and "Direction"
- Sequence completion and performance

Flight

- Introduction to Flight: Developing Jumping
- Developing Flight: Jumping and Tuming
- Application of 'Jumping, learning, onto apparatus
- Combining jumping on apparatus with Canon and Unison

Creating Sequences

- Challenging creativity
- Sequence development
- Sequence performance





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Game Sense (Invasion)

- Introduce passing and receiving
- Introduce passing and creating space
- Introduce scoring and the concept of shooting

Year 3

Game Sense (Invasion)

- Develop passing and creating space
- Combine passing, moving and shooting
- Introduce dribbling: Keeping control
 Introduce defending and

Year 4

Game Sense (Invasion)

the concept of marking

- Consolidate dribbling and passing to maintain possession to create scoring opportunities
- Refine attacking skills
- Refine defensive skills: Transition from defence to attack

Year 5

Year

Game Sense (Invasion)

- Consolidate attacking: Possession scenarios
- Consolidate defending: Defensive scenarios
- Application of 'powers' into game play to challenge tactical thinking



Game Sense (Net/Wall)

- Throwing with accuracy
 Developing throwing wi
- Developing throwing with accuracy
- Outwitting an opponent: Wall/Net
- Game Play: Wall/Net

Game Sense (Net/Wall)

- Creating space to win a point on a court with a net/wall
- Introduce forehand (underarm shots) using our hands
- Introduce forehand (underarm shots) using rackets

Game Sense (Net/Wall)

- Introduce backhand shots with a racket and a net
- Applying using both hands/backhands and forehand shots in game situations
- Introduce the volley
- Controlling the game \(\sqrt{from the serve} \)

Game Sense (Net/Wall)

- Game application: Outwitting an opponent
- Game application: Power Plays
- Doubles: Understanding and applying tactics to win a point
- Game application: Doubles



Badminto

 We have not created a Badminton unit for Year 3.

Radminton

 We have not created a Badminton unit for Year 4.

Badminton

- Exploring different forehand /backhand shots
- Applying different forehand/ backhand shots to win a point
- Consolidate outwitting an opponent
- Doubles: Understanding and applying tactics to win a point

Badminton

- Introduction to badmintor Outwitting an opponent
- Introduce the forehand and backhand
- Applying the forehand and backhand: Creating space to win a point
- Controlling the game from the serve



Gol

- Develop the underarm throw/roll for accuracy
- Combine throwing and rolling with accuracy to beat an opponent
- Introduce striking: Using Rollers (Putters)

Golf

- Introduce striking with Launchers
- Develop striking for distance and accuracy with Launchers
- Combine striking with Rollers and Launchers to beat an opponent 1v1

Golf

- Consolidate striking for accuracy with Rollers/
 Launchers
- Introduce playing with hazards
- The Class "Championship" 1v1 and 2v2

Golf

- Consolidate playing against an opponent
- Consolidate playing against an opponent in teams
- Team Better Ball: Introducing 'Power Play'
- The Little Sticks Cup









Dance Progression of Skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Dance Skills									
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.	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.	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. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.	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. Perform with some awareness of rhythm and expression.	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. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still			







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						demonstrating fluency
						across their sequence.
						Dance with fluency and
						control, linking all
						movements and ensuring
						that transitions flow.
						Demonstrate consistent
						precision when performing
						dance sequences. Modify
						some elements of a
						sequence as a result of self
						and peer evaluation. Use
						complex dance vocabulary
						to compare and improve
						work.
			Performance			
Control my body when	Perform using a range of	Perform sequences of their	Develop the quality of the	Perform and create	Perform own longer, more	Link actions to create a
performing a sequence of	actions and body parts	own composition with	actions in their	sequences with fluency	complex sequences in time	complex sequence using a
movements.	with some coordination.	coordination. Perform	performances. Perform	and expression. Perform	to music. Consistently	full range of movement.
	Begin to perform learnt	learnt skills with increasing	learnt skills and techniques	and apply skills and	perform and apply skills	Perform the sequence in
	skills with some control.	control. Compete against	with control and	techniques with control	and techniques with	time to music. Perform
		self and others.	confidence. Compete	and accuracy.	accuracy and control.	and apply a variety of skills
			against self and others in a			and techniques
			controlled manner.			confidently, consistently
						and with precision.
			Evaluate			
Talk about what they have	Watch and describe	Watch and describe	Watch, describe and	Watch, describe and	Choose and use criteria to	Thoroughly evaluate their
done. Talk about what	performances. Begin to say	performances, and use	evaluate the effectiveness	evaluate the effectiveness	evaluate own and others'	own and others' work,
others have done.	how they could improve.	what they see to improve	of a performance. Describe	of performances, giving	performances. Explain why	suggesting thoughtful and
2	a.e, seale improve.	their own performance.	how their performance has	ideas for improvements.	they have used particular	appropriate
		Talk about the differences	improved over time.	Modify their use of skills or	skills or techniques, and	improvements.
		between their work and	p.o.ca o.c. amer	techniques to achieve a	the effect they have had	
		that of others.		better result.	on their performance.	



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Swimming Progression of Skills

Overall learning outcomes from the National Curriculum to be taught:

- 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

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
4.5						
1. Enter the water safely.	1. Jump in from poolside	1. Jump in from poolside	1. Perform a sequence of	Perform a flat stationary	1. Give two examples of	Push and glide and swim
	safely.	and submerge.	changing shapes	scull on the back.	how to prepare for	25 metres backstroke
2. Move forwards for a			(minimum of three) whilst		exercise and understand	(performed to Swim
distance of 5m.	2. Blow bubbles a	2. Sink, push away from	floating on the surface and	2. Perform a feet first	why it is important.	England expected
	minimum of 3 rhythmically	wall and maintain a	demonstrate an	sculling action for 5 metres		standards).
3. Move backwards for a	with nose and mouth	streamlined position.	understanding of floating.	in a flat position on the	2. Sink, push off on side	
distance of 5m.	submerged.			back.	from the wall, glide, kick	2. Push and glide and swim
		3. Push and glide on the	2. Push and glide from the		and rotate into backstroke.	25 metres front crawl
4. Move sideways for a	3. Regain upright position	front with arms extended	wall towards the pool	3. Perform a sculling		(performed to Swim
distance of 5m.	from the back without	and log roll onto the back.	floor.	sequence with a partner	3. Sink, push off on side	England expected
	support.			for 30-45 seconds to	from the wall, glide, kick	standards).
5. Scoop the water and		4. Push and glide on the	3. Kick 10 metres	include a rotation.	and rotate into front crawl.	·
wash face.	4. Regain an upright	back with arms extended	backstroke (one item of			3. Push and glide and swim
	position from the front	and log roll onto the front.	equipment optional).	4. Tread water for 30	4. Swim 10 metres wearing	25 metres breaststroke
6. Be at ease with water	with support.			seconds.	clothes.	(performed to Swim
showered from overhead.		5. Travel 5 metres on the	4. Kick 10 metres front			England expected
	5. Push from wall and glide	front, perform a tuckto	crawl (one item of	5. Perform three different	5. Push and glide and swim	standards).
7. Move into a stretched	on the back.	rotate onto the back and	equipment optional).	shaped jumps into deep	front crawl to include at	,
floating position using aids,		return on the back.		water.	least six rhythmical	4. Push and glide and swim
equipment, or support.	6. Push from wall and glide				breaths.	25 metres butterfly
	on the front.			6. Push and glide and swim		(performed to Swim
				10 metres backstroke		



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8. Regain an upright	7. Travel on the back for	6. Fully submerge to pick	5. Kick 10 metres butterfly	(performed to Swim	6. Push and glide and swim	England expected
position from on the ba	ack, 5m, aids or equipment	up an object.	on the front or on the	England expected	breaststroke to include at	standards).
with support.	may be used.		back.	standards).	least six rhythmical	
		7. Correctly identify three			breaths.	5. Perform a movement
9. Regain an upright	8. Travel on the front for	of the four key water	6. Kick 10 metres	7. Push and glide and swim		sequence (linking skills
position from on the from	· · · · · · · · · · · · · · · · · · ·	safety messages.	breaststroke on the front	10 metres front crawl	7. Push and glide and swim	with strokes and sculls) of
with support.	may be used.		(one item of equipment	(performed to Swim	butterfly to include at least	one minute duration, in a
		8. Push and glide and	optional).	England expected	three rhythmical breaths.	group of three or more,
10. Push and glide in a	9. Perform a rotation from	travel 10 metres on the		standards).		incorporating a number of
horizontal position to o		back.	7. Perform a head first		8. Push and glide and swim	the following skills:
from a wall.	gain an upright position.		sculling action for 5 metres	8. Push and glide and swim	backstroke to include at	Sculling: head first, feet
44 = 1	10.0 6	9. Push and glide and	in a flat position on the	10 metres breaststroke	least six regular breaths.	firstRotation: forward or
11. Take part in a teach		travel 10 metres on the	back.	(performed to Swim		backward somersault, log
led partner oriented ga		front.		England expected	9. Push and glide and swim	roll Floating: star on the
12. Demonstrate an	to gain an upright position.	10. Perform a tuck float	8. Travel on back and log	standards).	25 metres, choice of stroke	front or on the back, tuck
understanding of pool		and hold for three	roll in one continuous		is optional (performed to	float, create own
rules.		seconds.	movement onto front.	9. Push and glide and swim	Swim England expected	Eggbeater: Moving, lifting
Tules.		seconus.	9. Travel on front and log	10 metres butterfly	standards).	one or both arms out of
13. Exit the water safel	v	11. Exit the water without	roll in one continuous	(performed to Swim	10. Perform a 'shout and	the water
13. Exit the Water surer	,.	using steps.	movement onto back.	England expected	signal' rescue.	
		using steps.	movement onto back.	standards).	signal rescue.	6. Perform a sitting dive or
			10. Push and glide and	10. Perform a handstand	11. Perform a surface dive.	dive.
			swim 10 metres, choice of	and hold for a minimum of	2211 01101111 0 0011000 01101	7 Duals and alida and autica
			stroke is optional.	three seconds.		7. Push and glide and swim 50 metres continuously
				three seconds.		using one stroke
				11. Perform a forward		(performed to Swim
				somersault.		England expected
						standards).
				12. Demonstrate an action		Standards).
				for getting help.		8. Push and glide and swim
						100 metres, using a
						minimum of three
						different strokes
						(performed to Swim
						England expected
						standards).
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			•
			9. Tread water using
			eggbeater action for 30
			seconds.
			10. Complete an obstacle
			course (using minimum of
			four objects) with feet off
			the pool floor throughout.