Bromesberrow St Mary’s Primary School P.E Skills Progression.

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|  | | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | | 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. | | 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 performance with previous ones and demonstrate improvement to achieve their personal best. | | | |
| Games | | * To participate in games with an opposing team. * Work cooperatively in a team and follow rules. * Be able to control a ball within a game setting (co-ordinating throwing and catching, stopping and kicking). * Use hands/ feet to control a ball. * Balance a ball on a racket. * Dribble a ball. * Two handed strike (ball/racket).   Sports Club  Team Bees Club | * To participate in games with an opposing team. * Work cooperatively in a team and follow rules. * Be able to control a ball within a game setting (co-ordinating throwing and catching, stopping and kicking) with increasing accuracy. * Use hands/feet to control a ball with increasing accuracy. * Balance a ball on a racket. * Dribble a ball around obstacles. * Hit a ball with some accuracy using a racket. * Play to a set of rules.   Sports Club  Team Bees Club | * Participate in team games. * Develop simple tactics for attacking and defending * Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy, throwing and moving off, kicking/passing). * Bounce a ball on the spot. * Develop an understanding of fair play (respecting: decisions, teammates and opponents) play to rules.   Sports Club  Team Bees Club  Netball Club   * Tewkesbury Cricket Tournament. | * Participate in team games. * Develop and apply simple tactics for attacking and defending. * Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy, throwing and moving off, kicking/passing). * Bounce a ball whilst moving and around obstacles with control. * Develop an understanding of fair play (respecting: decisions, teammates and opponents) play to rules.   Sports Club  Team Bees Club  Netball Club   * Tewkesbury Cricket Tournament. | * Participate in team games. * Develop and apply tactics for attacking and defending. * Develop techniques of a variety of skills to maximise effectiveness. * Bounce a ball whilst moving and around obstacles with control. * Apply understanding of fair play (respecting: decisions, teammates and opponents) play to rules. * Reflect on performance and think of how to improve.   Sports Club  Team Bees Club  Netball Club   * Tewkesbury Cricket Tournament. * Hartpury Girls Football Tournament. * Ledbury Rugby Festival * JMHS Rounders Tournament. | * Participate in team games. * Use and apply tactics and strategies for attacking and defending. * Use techniques of a variety of skills to maximise effectiveness. * Bounce a ball using both hands whilst moving and around obstacles with control, changing speed and direction. * Apply understanding of fair play (respecting: decisions, teammates and opponents) play to rules. * Reflect on performance and think of how to improve, implementing during game time.   Sports Club  Team Bees Club  Netball Club   * Tewkesbury Cricket Tournament. * Hartpury Girls Football Tournament. * Ledbury Rugby Festival * Tewkesbury Bell Boating Regatta. * JMHS Rounder’s Tournament. |
| Athletics | Running | * Show difference in speed between running, jogging and walking. * Move in and out of obstacles (use different techniques to reach challenges). * Stop on command. | * Show difference in speed between running (sprint), jogging and walking. * Move in and out of obstacles (use different techniques to reach challenges). * Stop on command. | * Run smoothly at different speeds. * Watch and describe specific aspects of running (e.g. what arms and legs are doing). * Recognise and record how the body works in different types of challenges over different distances. * Carry out stretching and warm-up safely | * Run smoothly at different speeds. * Choose different styles of running for different distances. * Pace and sustain efforts over longer distances. * Watch and describe specific aspects of running (e.g. what arms and legs are doing). * Recognise and record how the body works in different types of challenges over different distances. * Carry out stretching and warm-up safely | * Run smoothly at different speeds. * Choose different styles of running for different distances. * Pace and sustain efforts over longer distances. * Watch and describe specific aspects of running (e.g. what arms and legs are doing). * Recognise and record how the body works in different types of challenges over different distances. * Carry out stretching and warm-up safely * Perform relay change overs accurately. * Set realistic targets over short and longer distance. * Identify strengths. | * Run smoothly at different speeds. * Choose different styles of running for different distances. * Pace and sustain efforts over longer distances. * Watch and describe specific aspects of running (e.g. what arms and legs are doing). * Recognise and record how the body works in different types of challenges over different distances. * Carry out stretching and warm-up safely and explain how they help. * Perform relay change overs accurately. * Set realistic targets over short and longer distance. * Identify strengths as a performer and others. |
| Athletics Continued | Jumping | * Perform 5 basic jumps (2-2. 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) with both feet leaving the ground. * Perform combinations of the above. * Show control at take-off and landing. * Hop * Jump for height. | * Perform 5 basic jumps (2-2. 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) with both feet leaving the ground. * Perform combinations of the above. * Show control at take-off and landing. * Hop. * Jump for height and distance. | * Perform combinations of jumps e.g. hop, step, jump showing control and consistency. * Choose different styles of jumping. * Watch and describe specific aspects of jumping e.g. what arms and legs are doing. | * Perform combinations of jumps e.g. hop, step, jump showing control and consistency. * Choose different styles of jumping. * Watch and describe specific aspects of jumping e.g. what arms and legs are doing. | * Perform combinations of jumps e.g. hop, step, jump showing control and consistency. * Watch and describe specific aspects of jumping e.g. what arms and legs are doing. Reflect on improving. * Demonstrate a range of jumps showing power and control and consistency at both take-off and landing. | * Demonstrate a range of jumps showing power and control and consistency at both take-off and landing. * Set realistic targets for self, when jumping for distance or height. |
| Athletics Continued | Throwing | * Throw into targets. * Perform a range of throwing actions e.g. rolling, underarm, and overarm. * Describe different ways of throwing. | * Throw into targets. * Perform a range of throwing actions e.g. rolling, underarm, and overarm. * Describe different ways of throwing. * Throw a bean bag into a given target. * Explain what is successful and how to improve. | * Throw with greater control. * Consistently hit a target with a range of implements. * Watch and describe specific aspects of throwing (e.g. what arms and legs are doing). | * Throw with greater control. * Consistently hit a target with a range of implements. * Watch and describe specific aspects of throwing (e.g. what arms and legs are doing). * Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus). * Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance). | * Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus. * Organise small groups to SAFELY take turns when throwing and retrieving implements (Guidance). * Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others (Guidance). | * Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus. * Organise small groups to SAFELY take turns when throwing and retrieving implements * Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others. |
| Dance | Compose | * Copy some moves. * Move to a beat. * Develop control of movement using: * Actions (WHAT) – travel, stretch, twist, turn, jump, and skip. * Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others. * Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions. * Dynamics (HOW) – slowly, quickly, with appropriate expression. * Link 2 dance moves together. * Dance to link in with learning theme. | * Copy some moves. * Move to a beat. * Develop control of movement using: * Actions (WHAT) – travel, stretch, twist, turn, jump, skip, gallop, side gallop. * Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others. * Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions. * Dynamics (HOW) – slowly, quickly, with appropriate expression. * Link sequences of dance together. * Dance to link in with learning theme. | * Develop movement using; * Actions (WHAT); travel, turn, gesture, jump, stillness. * Space (WHERE); formation, direction and levels. * Relationships (WHO); whole group/duo/solo, unison/ canon. * Dynamics (HOW); explore speed, energy Choreographic devices; repetition. * Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end. * Link phrases to music. | * Develop movement using; * Actions (WHAT); travel, turn, gesture, jump, stillness. * Space (WHERE); formation, direction and levels. * Relationships (WHO); whole group/duo/solo, unison/ canon. * Dynamics (HOW); explore speed, energy Choreographic devices; motif and repetition. * Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end. * Link phrases to music. * Create dances/phrases to communicate an idea. | * Select appropriate movement material to express ideas/thoughts/feelings. * Develop movement using; * Actions (WHAT); travel, turn, gesture, jump, stillness. * Space (WHERE); formation, direction, level, pathways. * Relationships (WHO); solo/duo/trio, unison/canon/ contrast. * Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden). * Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse). * Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end. * Link phrases to music. * Can describe own dance and provide feedback to others. * Develop a longer and more varied movement sequence demonstrating smooth transitions between actions. | * Select appropriate movement material to express ideas/thoughts/feelings. * Develop movement using; * Actions (WHAT); travel, turn, gesture, jump, stillness. * Space (WHERE); formation, direction, level, pathways. * Relationships (WHO); solo/duo/trio, unison/canon/ contrast. * Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden). * Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse). * Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end. * Link phrases to music. * Can describe own dance and provide feedback to others. * Develop a longer and more varied movement sequence demonstrating smooth transitions between actions. |
| Dance Continued | Perform | * Move spontaneously showing some control and co-ordination. * Move with confidence when walking, hopping, jumping, and landing. * Move with rhythm in the above actions. * Demonstrate good balance. * Move in time with music Co-ordinate arm and leg actions (e.g. march and clap). * Interact with a partner (e.g. holding hands, swapping places, meeting and parting). | * Move spontaneously showing some control and co-ordination. * Move with confidence when walking, hopping, jumping, and landing. * Move with rhythm in the above actions. * Demonstrate good balance. * Move in time with music Co-ordinate arm and leg actions (e.g. march and clap). * Interact with a partner (e.g. holding hands, swapping places, meeting and parting). | * Perform dance to an audience showing confidence. * Show co-ordination, control and strength (Technical Skills). * Show focus, projection and musicality (Expressive Skills). * Demonstrate different dance actions – travel, turn, gesture, jump and stillness. * Demonstrate dynamic qualities – speed, energy and continuity. * Demonstrate use of space – levels, directions, pathways and body shape. * Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting. | * Perform dance to an audience showing confidence. * Show co-ordination, control and strength (Technical Skills). * Show focus, projection and musicality (Expressive Skills). * Demonstrate different dance actions – travel, turn, gesture, jump and stillness. * Demonstrate dynamic qualities – speed, energy and continuity. * Demonstrate use of space – levels, directions, pathways and body shape. * Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting. * Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment. * Plan and perform a movement sequence showing contrasts in speed/level and direction, | * Perform dance to an audience showing confidence and clarity of actions. * Show co-ordination, control, alignment, flow of energy and strength (Technical Skills). * Show focus, projection, sense of style and musicality (Expressive Skills). * Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness. * Demonstrate dynamic qualities – speed, energy, continuity, rhythm. * Demonstrate use of space – levels, directions, pathways, size and body shape. * Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact. * Choose and link actions to create an expressive dance which shows some sensitivity to accompaniment. * Plan and perform a movement sequence showing contrasts in speed, level and direction. | * Perform dance to an audience showing confidence and clarity of actions. * Show co-ordination, control, alignment, flow of energy and strength (Technical Skills). * Show focus, projection, sense of style and musicality (Expressive Skills). * Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness. * Demonstrate dynamic qualities – speed, energy, continuity, rhythm. * Demonstrate use of space – levels, directions, pathways, size and body shape. * Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact. * Choose and link actions to create an expressive dance which shows some sensitivity to accompaniment. * Plan and perform longer movement sequence showing contrasts in speed, level and direction. |
| Dance Continued | Appreciate | * Respond to own work and that of others when exploring ideas, feelings and preferences, * Recognise the changes in the body when dancing and how this can contribute to keeping healthy. | * Respond to own work and that of others when exploring ideas, feelings and preferences. * Recognise the changes in the body when dancing and how this can contribute to keeping healthy. | * Show an awareness of different dance styles and traditions. * Understand and use simple dance vocabulary. * Understand why safety is important in the studio. * Compare and comment on their own and other’s work -strengths and areas for improvement. | * Show an awareness of different dance styles and traditions. * Understand and use simple dance vocabulary. * Understand why safety is important in the studio. * Compare and comment on their own and other’s work -strengths and areas for improvement. | * Show an awareness of different dance styles, traditions and aspects of their historical/social context. * Understand and use dance vocabulary. * Understand why safety is important in the studio. * Compare and evaluate their own and others’ work. | * Show an awareness of different dance styles, traditions and aspects of their historical/social context. * Understand and use dance vocabulary. * Understand why safety is important in the studio. * From observations of others, can you describe constructively how to refine, improve and modify performance. * Refine own performance in response to others and self-analysis. |
| Gymnastics | Sequencing | * Perform gymnastic sequence with a balance, a travelling action, a jump and a roll. * Teach sequence to a partner and perform together. | * Perform gymnastic sequence with a balance, a travelling action, a jump and a roll. * Teach sequence to a partner and perform together. | * Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling. * Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish. | * Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling. * Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish. | * Create an imaginative 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; and matching shapes and balances. * 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, with control and coordination. * Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement. | * Create an imaginative 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; and matching shapes and balances. * 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, with control and coordination. * Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement, with increased precision, control and fluency. |
| Gymnastics Continued | Balance | * Explore the 5 basic shapes: straight/tucked/star/straddle/pike. * Balance in these shapes on large body parts: back, front, side, and bottom. * Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively). * Develop balance by showing good tension in the   core and tension and extension in the arms and legs, hands and feet.   * Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively). * Balance on one leg and on apparatus. | * Explore the 5 basic shapes: straight/tucked/star/straddle/pike. * Balance in these shapes on large body parts: back, front, side, and bottom. * Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively). * Develop balance by showing good tension in the   core and tension and extension in the arms and legs, hands and feet.   * Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes). * Balance on one leg and on apparatus. * Bench walk. * Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up) and back support (opposite) NB: hands are always flat on floor and fingers point the same way as toes. | * Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes. * Explore balancing on combinations e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand. * Balance on floor and apparatus exploring which body parts are the safest to use. * Explore balancing with a partner: facing, beside, behind and on different levels. * Move in and out of balance fluently. | * Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes. * Explore balancing on combinations e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand. * Balance on floor and apparatus exploring which body parts are the safest to use. * Explore balancing with a partner: facing, beside, behind and on different levels. * Move in and out of balance fluently. | * Perform balances with control, showing good body tension Mirror and match partner’s balance i.e. making same shape on a different level or in a different place. * Explore symmetrical and asymmetrical balances on own and with a partner. * Explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from). * Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus. * 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. * Begin to take more weight on hands when progressing bunny hop into hand stand. | * Perform balances with control, showing good body tension Mirror and match partner’s balance i.e. making same shape on a different level or in a different place. * Perform symmetrical and asymmetrical balances on own and with a partner. * Use control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from). * Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus. * Perform group balances at the beginning, middle or end of a sequence. * Know how to move in and out of these balances with fluency and control. * Take more weight on hands when progressing bunny hop into hand stand. |
| Gymnastics Continued | Travel | * Line walk. * Begin to travel on hands and feet (hands flat on floor and fully extend arms). * Monkey walk (bent legs and extended arms). * 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). * Bunny hop (transfer weight to hands). | * Line walk. * Begin to travel on hands and feet (hands flat on floor and fully extend arms). * Monkey walk (bent legs and extended arms). * 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). * Bunny hop (transfer weight to hands). | * Use a variety of rolling actions to travel on the floor and along apparatus. * Travel with a partner; move away from and together on the floor and on apparatus. * Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping. * Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus. | * Use a variety of rolling actions to travel on the floor and along apparatus. * Travel with a partner; move away from and together on the floor and on apparatus. * Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping. * Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus. | * 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. * Increase the variety of pathways, levels and speeds at which you travel. * Travel in time with a partner, move away from and back to a partner. | * 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. * Increase the variety of pathways, levels and speeds at which you travel. * Travel in time with a partner, move away from and back to a partner. |
| Gymnastics Continued | Jump | * Explore shape in the air when jumping and landing with control (e.g. star shape). | * Explore shape in the air when jumping and landing with control (e.g. star shape). NB: Knees bent on landing. | * Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing). * Add a quarter or half turn into a jump before landing. * Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action. | * Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing). * Add a quarter or half turn into a jump before landing. * Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action. | * Make symmetrical and asymmetrical shapes in the air. * Jump along, over and off apparatus of varying height with control in the air and on landing. | * Make symmetrical and asymmetrical shapes in the air. * Jump along, over and off apparatus of varying height with control in the air and on landing. |
| Gymnastics Continued | Roll | * Continue to develop control in different rolls. * Pencil roll – from back to front keeping body and limbs in straight shape. * Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength. * Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. * Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted ‘V’ position). | * Continue to develop control in different rolls. * Pencil roll – from back to front keeping body and limbs in straight shape. * Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength. * Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. * Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted ‘V’ position). | * Continue to develop control in different rolls, * Pencil roll – from back to front keeping body and limbs in straight shape. * Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength. * Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. * Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted ‘V’ position). | * Continue to develop control in different rolls, * Pencil roll – from back to front keeping body and limbs in straight shape. * Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength. * Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. * Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted ‘V’ position). | * Perform a competent forward roll, log roll, egg roll, shoulder roll, curled roll and progress to backward roll. * Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet. * Explore symmetry and asymmetry throughout the rolling actions | * Perform a competent and consistent forward roll, log roll, egg roll, shoulder roll, curled roll and backward roll. * Use different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet. * Use symmetry and asymmetry throughout the rolling actions |
| Swimming  and Water  Safety. | | N/A | N/A | N/A | N/A | * Swim competently, confidently and proficiently over a distance of at least 25 metres * Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) * Perform safe self-rescue in different water-based situations | |
| Outdoor and  adventurous  education. | | * Climbing * Select appropriate equipment for task. * Discuss how to solve problems. * Use of basic tools.   Trim trail  Forest School | * Climbing * Select appropriate equipment for task. * Discuss how to solve problems. * Use of basic tools.   Trim trail  Forest School | * Confidently climbing * Recognise that some outdoor activities can be dangerous. * Follow rules to keep others safe. * Co-operate and share roles – listening to others. * Use of basic tools.   Trim trail  Forest School | * Moving around obstacles whilst climbing. * Recognise that some outdoor activities can be dangerous. * Follow rules to keep others safe. * Co-operate and share roles – listening to others. * Use of basic tools. * Development of building structures.   Trim trail  Forest School  Oakerwood – residential. | * Moving around obstacles whilst climbing confidently, assessing safety (guidance). * Recognise and discuss dangerous tasks and how to keep themselves and others safe. * Plan and share roles based on individual strengths. * Adapt ideas and roles. * Development of fire safety. * Development of building structures.   Forest School  Trim trail  Oakerwood – residential | * Moving around obstacles whilst climbing confidently, assessing safety. * Recognisee and discuss dangerous tasks and how to keep themselves and others safe. * Plan and share roles based on individual strengths. * Adapt ideas and roles. * Development of fire safety. * Create structures for given purpose (Den building).   Trim trail  Forest school  Oakerwood – residential. |