



St Mary Abbots PE Curriculum Overview 2223



DANCE

Reception	Year 1	Year 2	End of KS expectations	
<ul style="list-style-type: none"> •Explore different movements keeping good balance/coordination •Understand the concept of playing characters, taking on different roles and perform in character to the music •Show different emotions, impressions, expressions depending on stimuli •Listen to the music and move in time to it •Work well with a partner, copying and mirroring movements •Work well with others 	<ul style="list-style-type: none"> •Respond imaginatively to a range of stimuli •Move confidently and safely in own and general space, using changes of speed, level and direction •Perform movement phrases using range of different body actions/ body parts- with control and accuracy •Create linked movements, combining different ways of travelling, with beginnings, middles and ends •Describe what it feels like to breathe quickly during exercise •Describe what they and others have done Understand why being active and playing games is good for you 	<ul style="list-style-type: none"> •Perform a range of actions and simple movement patterns with control and coordination •Compose short dances that express and communicate mood, ideas and feelings, varying simple compositional ideas •Explore, remember and repeat short dance phrases, showing greater control and spatial awareness •Describe phrases and expressive qualities •Work individually and with others •Begin to understand the importance of warming up •Watch and describe a performance accurately and recognise what is successful 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> •To perform dances using simple movement patterns. •Use movement imaginatively, responding to stimuli, including music and performing basic skills. •Change rhythm, speed, level and direction of their movements. •Create and perform dances using simple movement patterns, including those from different times and cultures. •Express and communicate ideas and feelings •Work well with a partner and/or small group 	
Year 3	Year 4	Year 5	Year 6	End of KS expectations
<ul style="list-style-type: none"> •Explore and create narratives in response to stimuli •Show control, accuracy and fluency of movement when performing actions with partner •Develop dance phrases using canon, unison, repetition, action/reaction and question/answer •Communicate what they want through their dances and perform with control •Combine actions and maintain quality of performance when performing at same time as partner •Describe and evaluate the effectiveness/quality of a dance •Collaborate with others 	<ul style="list-style-type: none"> •Explore and create characters and narratives in response to range of stimuli •Perform dances using range of movement patterns-accurately, fluently, consistently with control •use different compositional ideas to create motifs incorporating unison, canon, action and reaction •Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with partner and in a group •Describe own dance, taking characters into account as well as identifying what is needed to improve dance •Work well as part of a team Understand link between heart rate and breathing when exercising 	<ul style="list-style-type: none"> •Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus •Use basic compositional principles when creating dances-combining movements fluently and effectively •Perform a range of movements accurately with sense of rhythm •Create and structure dance motifs, phrases and sections of dances, developing expressive qualities •Identify which aspects were performed consistently, accurately, fluently and clearly and give feedback •Work effectively in a team •Explain how their bodies reacts/ feels when taking part in exercise 	<ul style="list-style-type: none"> •Move in a way that reflects the music •Perform dances in both canon and unison, with clarity and confidence •Explore and practice movement ideas inspired by a stimulus •Explore, improvise and combine movement ideas fluently and effectively •Perform movements to an audience with rhythm and confidence •Share ideas in small groups, working together to create a routine incorporating different elements 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> •Create dances using a range of movement patterns, including those from different times, place and cultures •Respond to a range of stimuli and accompaniment •Through dance, develop flexibility, strength, technique, control and balance •Perform dances using a range of movement patterns



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GYMNASTICS



Reception (<i>Movement Development</i>)	Year 1	Year 2	End of KS expectations	
<ul style="list-style-type: none"> • Travels with confidence and skill in a range of movements when using equipment •Shows understanding of the need for safety when tackling new challenges and considers and manages some risks •Moves freely and with pleasure and confidence in a range of skilful ways •Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles •Shows some understanding towards the effects of activity on their body •Aware of the boundaries set, and of behavioural expectations in the setting and can respond to simple instructions 	<ul style="list-style-type: none"> •Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still •Develop fundamental movement skills, becoming increasingly confident and competent, moving safely using changes of speed, level and direction •Combine different ways of travelling exploring a range of movements and shapes •Create linked movement phrases with beginning, middle and ends •Perform movement phrases using a range of different body actions and body parts •Describe what you have done or seen others do •Develop agility, balance and coordination 	<ul style="list-style-type: none"> •Perform a range of actions with control and confidence •Explore, remember, and repeat a range of gymnastic actions with control, precision and coordination •Form simple sequences of different actions, using the floor and a variety of apparatus •Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another •Watch and describe a performance accurately •Enhance agility, balance and coordination •Understand and describe changes to heart rate when playing 	<p>Children should be taught to Develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p>	
Year 3	Year 4	Year 5	Year 6	End of KS expectations
<ul style="list-style-type: none"> •Perform a range of actions, agilities and skills with consistency, fluency and clarity of movement •Experiment with wide range of actions varying/combining spatial patterns, speed, tension, and continuity when working with partner and group •Create gymnastic sequences that meet a theme or set of conditions, showing a beginning, middle and end •Create, perform and repeat sequences that include changes of dynamic (<i>changes of level, speed or direction</i>) •Develop flexibility, strength, control, technique, and balance •Learn how to evaluate and recognise success and areas for improvement, as well as effectiveness/quality of performance •Describe how body feels when exercising 	<ul style="list-style-type: none"> •Find different ways of using a shape, balance or travel, and link them to make actions and sequences of movement •Show control, accuracy and fluency of movement when performing actions on own and with partner •Devise and perform a gymnastic sequence, showing a clear beginning, middle and end •Create, perform and repeat a combination of actions that include changes of dynamic (<i>changes of level, speed, direction and clarity of shape</i>) •Collaborate with others •Recognise and explain a good performance 	<ul style="list-style-type: none"> •Explore, improvise and combine movement ideas fluently and effectively •Perform movements accurately with a sense of rhythm •Make up/Perform longer sequences with fluency and clarity of movement, choosing skills that meet the needs •Develop gymnastic sequences by understanding, choosing, and applying range of compositional principles •Develop flexibility, strength, control, technique and balance •Identify which aspects of performance were consistent, accurate, fluent, and clear; being able to provide constructive feedback 	<ul style="list-style-type: none"> •Combine and perform gymnastic actions, shapes and balances more fluently and effectively •Explore, improvise and combine ideas fluently and effectively, using skills in different ways, performing confidently, with clarity and sense of rhythm •Use combinations of dynamics using the space effectively •Develop own gymnastic sequences by understanding, choosing, and applying range of compositional principles; varying direction, level, and pathways to improve the look of a sequence •Work effectively as part of a team, recognising success and give constructive feedback •Create and lead short warm-ups to all 	<p>Children should be taught to Develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics</p>



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INVASION GAMES

Reception (<i>Ball skills</i>)	Year 1	Year 2	End of KS expectations	
<ul style="list-style-type: none"> •Shows some understanding towards the effects of activity on their body •Shows understanding of the need for safety when tackling new challenges and considers /manages some risks when using equipment •Can play in a group, extending and elaborating play ideas within the group •Begins to accept the needs of others and can take turns and shares, sometimes with support of others •Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions •Shows increasing control when throwing and catching a ball 	<ul style="list-style-type: none"> •Explore different ways to use and move with a ball. Show control of a ball with basic actions •Send/pass a ball successfully catch/stop a ball •Move fluently, changing direction and speed. Develop fundamental movement skills, becoming increasingly confident and competent •Use skills in different ways when playing games •Recognise space in games and use it to their advantage •Describe what they have done, or seen others doing •Describe what it feels like to breathe quickly during exercise 	<ul style="list-style-type: none"> •Participate in small sided games-showing good awareness of others •Pass a ball with some control and consideration •Show control when moving, changing speed and direction, both with/without a ball •Develop fundamental movement skills, becoming increasingly confident and competent •Perform a variety of skills keeping ball under control •recognise what is successful. Use actions and ideas they have seen to improve own skills •Understand and describe changes to heart rate when playing a game 	<p>Pupils should participate in small sided games, developing simple tactics for attacking and defending. Presenting fundamental motor skills both in practise and during games</p>	
Year 3	Year 4	Year 5	Year 6	End of KS expectations
<ul style="list-style-type: none"> •Move with a ball keeping it under control •Perform basic skills needed for games with control and accuracy •Pass/send ball with increasing accuracy and at different speeds. Shoot/score with some success •Apply basic principles for attacking/defending-finding space (attack), challenge a player in possession (defend) •Employ simple tactics in game situations •Describe how body feels when exercising 	<ul style="list-style-type: none"> •Move ball keeping it under control whilst changing direction •Pass, shoot, receive ball with increasing accuracy, control and success •Challenge a player in possession of ball •Apply basic attack/defending principles such as finding/using space in game situations •Employ and explain simple tactics in game situations •Learn to recognise own success •Describe how body feels when exercising and understand link between heart rate and breathing when exercising 	<ul style="list-style-type: none"> •Participate in competitive games, modified where appropriate. Choose different formations to suit needs of game •Perform skills (passing) with accuracy, confidence and control whilst developing technique •Keep possession of ball when faced with opponents •Apply basic principles for attacking-Use variety of tactics to keep possession of ball • Apply basic principles for defendingdefend by marking, covering, and tracking opponents •learn how to evaluate and recognise success •Understand how physical activity can contribute to healthy lifestyle 	<ul style="list-style-type: none"> •Apply attacking/defending principles in game situations •Use different skills to keep possession of ball as part of a team •Develop control whilst performing skills at speed. Change speed and direction to get away from defender •Adapt games/activities making sure everyone has a role to play • Understand positions in team and roles they play; and choose different formations to suit needs of game •Identify and evaluate parts of game when performing well and parts that can be improved •Recognise exercise and activities that help strength, speed and stamina 	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball and basketball and apply basic principles suitable for attacking and defending</p>



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FITNESS

Reception	Year 1	Year 2	End of KS expectations	
<ul style="list-style-type: none"> Explore different movements Identify how different parts of the body are used for different exercises Learn why being fit is important to our health Perform some fitness movements, teacher led 	<ul style="list-style-type: none"> Identify different movements related to different parts of the body Link different movements to develop overall fitness Be able to give reasons why fitness is important for our health Be able to perform a range of fitness movement, teacher led 	<ul style="list-style-type: none"> Perform a range of teacher led fitness movements Be able to remember some fitness movements and apply to a basic circuit Be able to discuss some benefits of fitness with others Identify and explain how the body feels during and after exercise 	<p>Pupils should be able to perform a number of fitness moves, discuss the benefits of fitness and how the body feels when we exercise</p>	
Year 3	Year 4	Year 5 (Hockey)	Year 6 (Tag Rugby)	End of KS expectations
<ul style="list-style-type: none"> Perform a short fitness circuit Display some improvement in technique and stamina Comment on their performance and the performance of others Perform fitness tests Describe what exercises are linked to what parts of the body Identify how the body changes during exercise Introduce skill base circuits and discuss the benefits 	<ul style="list-style-type: none"> Perform a circuit with a range of different fitness movements Show development in fitness throughout the unit and be able to describe why Perform fitness test and test peers on their fitness, giving feedback Discuss how the body is before, during and after exercise Relate different types of fitness to different types of sport 	<ul style="list-style-type: none"> Perform an extensive fitness circuit Be able to record their scores and others Discuss their strength and weaknesses and those of others Talk about how the heart works and relate to exercise Show progression in fitness by performing more reps in a set time and exercising for longer periods 	<ul style="list-style-type: none"> Independently run and perform a fitness circuit Produce data analysis that they can present When presenting findings from their fitness, be able to give rational and talk about strengths, weaknesses and how we can improve Independently record fitness testing and develop personal fitness scores through practice of technique and increasing levels of fitness Relate the working of the heart to our muscles and discuss the cardiovascular system and why it is important for our level of endurance in sport 	<p>Pupils should be taught to work on their independent fitness and support the fitness needs of others. Perform a wide range of fitness activities and fitness tests. Be able to evaluate and improve their fitness and help others to do the same. Describe what is happening to our body during exercise and why exercise is a benefit to our overall health.</p>



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STRIKING and FIELDING GAMES

Reception <i>(me and myself)</i>	Year 1 <i>(Rounders)</i>	Year 2 <i>(Rounders)</i>	End of KS expectations		
<ul style="list-style-type: none"> •Travels with confidence and skill in a range of movements when using equipment • Shows understanding of the need for safety when tackling new challenges and considers /manages some risks •Moves freely and with pleasure and confidence in a range of skilful ways •Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles • Shows some understanding towards the effects of activity on their body •Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions 	<ul style="list-style-type: none"> •Understand and follow simple rules for games and compete in physical activities both against self and others •Move fluently, changing direction and speed •Show basic control of ball, including when striking a ball •Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it •Apply skills and tactics in simple games, including recognizing space and using it to their advantage •Describe what they have done or seen others doing •Describe what it is like to breathe quickly during exercise. Understand why being active and playing games is good for them. 	<ul style="list-style-type: none"> •Show good awareness of others when playing games •Develop fundamental movement skills, becoming increasingly confident and competent •Perform a range of actions with control including catching, gathering and hitting a ball with increasing accuracy •Throw/ hit a ball in different ways e.g., high, low, fast, slow •React to situations in ways that make it difficult for opponents, applying simple tactics like hitting ball into space to help score points •Begin to understand the importance of preparing safely for exercise-warm up 	<p>Pupils should participate in team games, developing simple tactics for attacking and defending.</p>		
Year 3 <i>(Cricket)</i>	Year 4 <i>(Rounders)</i>	Year 5 <i>(Cricket)</i>	Year 6 <i>(Cricket)</i>	End of KS expectations	
<ul style="list-style-type: none"> •Apply and develop broader range of skills, whilst ensuring basic skills are performed with control and accuracy •Throw a ball, increasing distances, catch a ball with increasing consistency and hit a ball with correct technique •Intercept and stop ball consistently •Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter •Identify what they need to practice improving their performance •Understand link between heart rate and breathing when exercising 	<ul style="list-style-type: none"> •Show control, coordination and consistency when throwing and catching a ball •Hit a ball with increasing control, accurately towards a target •Take up spaces/positions that make it difficult for the opposition •Explain tactics that have been used in games •Communicate, collaborate and compete with others, following rules of the game •Recognise what they do well and what they find difficult and explain good performance •Chose fielding skills which make it difficult for opposition 	<ul style="list-style-type: none"> •Develop control and technique whilst performing skills at speed and showing good awareness of others in games •Hit ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs •Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding) •Work as part of a team, adapting games and activities making sure everyone has a role to play •Watch and evaluate the success of games and good performance •Understand how physical activity can contribute to a healthy lifestyle and explain how body reacts/feels when taking part in exercise 	<ul style="list-style-type: none"> •Perform skills such as retrieve, intercept and stop ball, with accuracy, confidence and control •Bowl using overarm technique, beginning to vary speed and length of delivery •Use skills and tactics to outwit opponents when fielding, bowling and batting •Work as part of a team that covers the areas to make it hard for batter to score runs •Use tactics that involve bowlers and fielders working together •Learn how to evaluate and recognise own success and areas for improvement •Develop understanding of how to improve in different sports 	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>	



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NET and WALL GAMES



Reception (<i>Throwing and catching</i>)	Year 1 (<i>Tennis</i>)	Year 2 (<i>Tennis</i>)	End of KS expectations	
<ul style="list-style-type: none"> • Showing increased control when catching a ball •Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it •Moves freely and with pleasure and confidence in a range of skilful ways •Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment •Can play fairly in a group. Show the ability to accept the needs of others and can take turns and share resources, sometimes with support from others •Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions 	<ul style="list-style-type: none"> •Engage in cooperative physical activities •Explore different ways to use/move with ball showing control with simple actions and basic control when striking a ball •Catch/stop and send/pass ball-develop technique of throwing and receiving. Understand concept of moving to get in line with ball to receive it •Move fluently, changing direction and speed •Use correct skills and basic tactics in games to meet challenges of game, or in response to opponents' actions •Describe what they have seen others doing •Understand why being active is good for them 	<ul style="list-style-type: none"> •Engage in cooperative and competitive physical activities (both against self and others) •Use and move with tennis racket with control •Perform a range of actions (catching /gathering skills and sending/passing with control and throw/hit ball in different ways- high, low, fast, slow •Choose and use skills and simple tactics to suit different situations-showing good awareness of others •Understand and follow basic rules of game •watch and describe a performance accurately. Use actions and ideas seen to improve own skills •Begin to understand importance of preparing safely and carefully-warm up 	<p>Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p>	
Year 3 (<i>Tennis</i>)	Year 4 (<i>Tennis</i>)	Year 5 (<i>Tennis</i>)	Year 6 (<i>Tennis</i>)	End of KS expectations
<ul style="list-style-type: none"> •Perform basic skills needed for games with control and accuracy, including throwing/stopping ball. Perform a basic forehand action •Throw/send ball using a variety of techniques •Take up space/ positions that make it difficult for opponents •Compete with others-keeping and following rules of game •Keep a rally going •Identify what they do well and what is difficult •Understand link between heart rate and breathing when exercising 	<ul style="list-style-type: none"> •Perform basic skills needed for games with control and accuracy including hitting ball towards target. Perform basic forehand action with control and accuracy •Send/hit ball into space, at different times and heights to make it difficult for opponent •Begin to apply basic movements in a range of activities and in combination •Apply basic principles for attacking including finding and using space in game situations •Keep a rally going using a range of shots •Recognise and explain good performances and how to recognise/ evaluate own success •Describe how body feels when exercising and understand link between heart rate and breathing 	<ul style="list-style-type: none"> •Hit the ball with purpose •Play shots on forehand and back hand side of body. Direct ball towards opponent's court/target area •Participate in competitive games, modified where appropriate •Use good footwork that allows ball to be hit with good technique •Adopt good ready position and show good position on court •Identify spaces and understand tactic of hitting into gaps •Watch and evaluate success of games, being able to explain why performance is good, and what part could be improved and why 	<ul style="list-style-type: none"> •Hit ball with purpose, varying speed, height and direction. Direct ball towards opponent's court/target area. Perform forehand and backhand with control and confidence •Apply the principles of attacking •Participate in competitive games. •Adopt a good ready position and show good position on court •Explain how body reacts and feels when taking part in different activities and undertaking different roles •Evaluate own success and areas of improvement, as well as others • Create short warm up routines that follow basic principles e.g., raise body temp, mobilise joints and muscles 	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>



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ATHLETICS

Rec <i>(Fun and Games)</i>	Year 1	Year 2	End of KS expectations	
<ul style="list-style-type: none"> •Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles •Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment •Begins to accept the needs of others and can take turns and share, sometimes with the support of others •Moves freely and with pleasure and confidence in a range of skilful ways •Shows understanding when counting objects to 10 and beyond 10 • Aware of the boundaries set, and of behavioural expectations in the setting and can respond to simple instructions 	<ul style="list-style-type: none"> •Explore and practice a variety of movements including running, jumping and throwing techniques •Show understanding and a basic level of control, coordination consistency when running •Experiment with different jumping techniques, showing control, coordination, and consistently throughout •Practice the underarm throwing technique, aiming towards a target with increased control •develop the overarm throw technique, throwing accurately towards target •Show good teamwork and sportsmanship when taking part in competitions •Evaluate successful/unsuccessful techniques 	<ul style="list-style-type: none"> •Explore and practice a variety of athletic movements and apply skills and techniques to a variety of activities •Develop coordination and balance whilst exploring different running, jumping and throwing techniques •Understand the variety of correct running techniques, showing control, coordination and consistency •Develop the distance running technique, understanding the difference between sprinting and running longer distances •Develop the range of jumping techniques •Develop the underarm and pull throw technique •Begin to evaluate and improve own performance 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> •Apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. <p>They should enjoy communicating, collaborating their own success.</p> <p>Pupils should be taught to</p> <ul style="list-style-type: none"> •Use running, jumping, throwing and catching in isolation and in combination. 	
Year 3	Year 4	Year 5	Year 6	End of KS expectations
<ul style="list-style-type: none"> •Apply and develop broad range of athletic skills in different ways •Show control, coordination and consistency when running, throwing and jumping •Choose the appropriate running speed to meet demand of task •Understand pace judgement over an increased distance •Recognise what they do well and find difficult, identify what need to practice improving performance •Enjoy competing with others •Describe how bodies feel when exercising and link with heart rate and breathing 	<ul style="list-style-type: none"> •Devise suitable warm up activities for the activities •Perform a throwing technique with control, coordination and consistency •Understand pace judgement over increased distance, choosing speed to meet demand of task •Combine basic jump actions to form a jump combination (triple jump) with controlled technique •Learn how to evaluate and recognise own success •Perform competitively with others • Describe how their bodies feel when exercising and understand link between heart rate and breathing during exercise 	<ul style="list-style-type: none"> •Create short warm up routines that help to raise body temp, mobilise joints and muscles •Run, jump, catch and throw in isolation and combination, performing skills with control •Demonstrate range of throwing actions – push, pull, sling, using different equipment •Choose appropriate speed to run at for the distance to be covered •Communicate, collaborate and compete with others and work effectively as part of a team •Understand how physical activity can contribute to healthy lifestyle •Explain how body reacts and feels when undertaking different events and how this effects the muscles/joints 	<ul style="list-style-type: none"> •Understand and apply appropriate pace judgement for running distance to be covered •Understand and apply appropriate throwing and jumping technique to achieve maximum output •Select and apply skills that meet needs of situation, combining and performing skills with control at speed •Successfully run, jump and throw in isolation and in combination •Share, discuss and apply athletic techniques with others, working effectively as part of a team •Compare performance with previous ones and demonstrate improvement to achieve personal best (PB) • Explain how body reacts and feels in different exercises 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> •Continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. <p>They should enjoy communicating, collaborating their own success.</p> <p>Pupils should be taught to</p> <ul style="list-style-type: none"> •Use running, jumping and throwing in isolation and in combination. <p>Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.</p>



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SWIMMING and WATER SAFETY

Year 3	End of KS expectations
<p>Schools must provide swimming instruction either in KS 1 or KS 2. Pupils should be taught to:</p> <ul style="list-style-type: none"> •Pupils should be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. •Pupils should use a range of strokes effectively (e.g., Front crawl, backstroke, breaststroke) •Perform safe self-rescue in different water-based situations 	
<p style="text-align: center;">Targets</p> <p style="text-align: center;">I can swim between 25 and 100+ metres I can swim with good fluency and confidence for 60 to 90 seconds. I can use all 3 strokes with basic/good control. I can swim short distances using butterfly technique. I can breathe so that the pattern of my swimming is not interrupted. I can perform a wide range of personal survival techniques confidently. I know what the different tasks demand of my body and pace my efforts well to meet challenges. I can describe good swimming technique and show and explain it to others.</p>	

OUTDOOR/ADVENTURE

Year 6 (Sayers Croft Residential)	End of KS expectations
<p>At Sayers Croft Residential, Year 6 take part in outdoor and adventurous activities, both individually and within a team. Activities and skills include:</p> <ul style="list-style-type: none"> •Wood compass and orienteering challenges to learn to read a map and move from one location to another •Use clues/signposts with a compass to navigate and follow a route •Follow a route accurately, safely and within a time limit •Change a route if there is a problem and change the plan if new information is given •Plan a route and series of clues for someone else •Plan with others taking account of safety and danger 	<p>Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team.</p>