

LO	AF	Phase One	Phase Two	Phase Three
To develop practical skills in in order to participate, compete and lead a healthy lifestyle	Games	<ul style="list-style-type: none"> ■ Learn and practice rolling, hitting, running, jumping, catching and kicking skills in combination ■ Use a skill that has been developed within a game situation ■ Use the terms 'opponent' and 'team-mate' and name the skills they practice ■ Lead others or be led by others when appropriate 	<ul style="list-style-type: none"> ■ Throw and catch with control & accuracy / strike a ball and field with control / run and jump over short or long distances / use a range of throwing techniques to throw accurately ■ Obtain and maintain possession of a ball and pass to team mates at appropriate times. ■ Discuss technique used and how to improve performance using specific vocabulary ■ Follow the rules of the game and play fairly, leading others and acting as a respectful team member within a competitive activity 	<ul style="list-style-type: none"> • Show control in skills that are being performed ■ Choose and combine techniques in game situations when fielding, defending or attacking or within athletics ■ Discuss the best tactics for a game situation and communicate what makes a good performance by analysing performance and technique ■ Work alone, or with team mates in order to gain points or possession while upholding the spirit of fair play and respect in all competitive situations, acting as a good role model
	Dance	<ul style="list-style-type: none"> ■ Copy and remember moves and positions ■ Move with careful control and coordination, linking two or more actions to perform a sequence ■ Name movements to communicate a mood, feeling or idea ■ Follow dance instructions safely 	<ul style="list-style-type: none"> ■ Perform and repeat sequences, changing speed and levels within a performance, to create dances and movements that convey a definite idea. ■ Move in a clear, fluent and expressive manner, refining movements into sequences. ■ Use appropriate vocabulary to discuss performance in order to give feedback on performance in a constructive and sensitive way ■ Discuss why dance is important to physical health and well-being 	<ul style="list-style-type: none"> ■ Compose creative and imaginative dance sequences performing expressively and holding a precise and strong body posture ■ Perform or express an idea with high energy, slow grace or other themes, complex moves that combine strength and stamina gained through gymnastics activities or complex sequences ■ Communicate and express an idea in original and imaginative ways ■ Discuss why dance is important to physical health and well-being
	Gymnastics	<ul style="list-style-type: none"> ■ Copy and remember actions showing contrast (such as small/tall, straight/curved and wide/narrow) holding a position whilst balancing on different points of the body, jumping in a variety of ways and landing with increasing control and balance ■ Move with some control and awareness of space linking two or more actions to make a sequence, travelling by rolling forwards, backwards and sideways ■ Name actions that are performed ■ Climb safely on equipment 	<ul style="list-style-type: none"> ■ Perform and repeat sequences moving in a clear, fluent and expressive manner refining movements into sequences ■ Show changes of direction, speed and level during a performance (copied or created) when travelling in a variety of ways, including flight, by transferring weight to generate power in movements ■ Use appropriate vocabulary to discuss performance in order to give feedback on performance in a constructive and sensitive way ■ Swing and hang from equipment safely. 	<ul style="list-style-type: none"> ■ Practise and refine the gymnastic techniques used in performances (listed below) ■ Create complex and well-executed sequences that include a full range of movements including: Travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, holding shapes that are strong, fluent and expressive while varying speed, direction, level and body rotation during floor performances. ■ Offer suggestions of ways to improve performance based on observations ■ Use equipment to vault and to swing safely.

Swimming	<ul style="list-style-type: none"> ■ Use one basic stroke, breathing correctly and controlling leg movements ■ Swim unaided up to 25 metres ■ Name the stroke that is being performed ■ Enter and exit the swimming pool safely being aware of other swimmers in the water 	<ul style="list-style-type: none"> ■ Use more than one stroke and coordinate breathing as appropriate for the stroke being used coordinating leg and arm movements and swim at the surface and below the water ■ Swim between 25 and 50 metres unaided ■ Name a variety of strokes and swimming techniques ■ Enter and exit the swimming pool safely being aware of other swimmers in the water 	<ul style="list-style-type: none"> ■ Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming while swimming fluently with controlled strokes turning efficiently at the end of a length ■ Swim over 100 metres unaided ■ Discuss chosen swimming technique and how it can be improved ■ Support other swimmers when appropriate
Outdoor & Adventurous activities (development of PSCD skills)	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> ■ 1. Use maps, compasses and digital devices to orientate themselves ■ 2. Arrive properly equipped for outdoor and adventurous activity ■ 3. Say what equipment I need for an activity ■ 4. Show an ability to both lead and form part of a team ■ 5. Support others and seek support if required when the situation dictates ■ 6. Show resilience when plans do not work and initiative to try new ways of working ■ 7. Remain aware of changing conditions and change plans if necessary 	<ul style="list-style-type: none"> ■ 1. Use a range of devices in order to orientate themselves ■ 2. Select appropriate equipment for outdoor and adventurous activity ■ 3. Communicate positively within a team in order to achieve an outcome ■ 4. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. ■ 5. Embrace both leadership and team roles and gain the commitment and respect of a team. ■ 6. Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. ■ 7. Remain positive even in the most challenging circumstances, rallying others if need be. ■ 8. Quickly assess changing conditions and adapt plans to ensure safety comes first.

Opportunities:

KS1	KS2
<p>Learn and develop core skills (inc swimming)</p> <p>Participate in a variety of team games, developing simple tactics for attacking and defending</p> <p>Perform dances & gymnastic routines using simple movement patterns</p> <p>Swimming and water safety</p>	<p>Refine and master core skills (inc swimming)</p> <p>Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton, tennis and athletic activities and apply basic principles suitable for attacking and defending</p> <p>Take part in gymnastics activities and perform dances</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Swimming and water safety</p>

NB: Swimming provision is only statutory in either KS 1 or KS 2, not in both.