



### What Subject: PE - Dance

Year Group	What knowledge would we like ?	What skills would we like to have?	Vocabulary
<b>Y1</b>	Describe how the body feels before, during and after exercise. Carry and place equipment safely. Watch and describe performances. Begin to say how they could improve.	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. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control	Travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue Direction - forwards, backwards, sideways Space - near, far, in and out, on the spot, own, beginning, middle end Body actions Levels high, medium, low Speed - fast, slow Pathways - curved, zigzag Rhythm Pattern Copy Health and fitness – warm up/ cool down
<b>Y2</b>	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	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. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Movement Control Speed Level Sequence Unison Cannon Stimulus
<b>Y3</b>	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	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. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Create      Combination Sequence      Space      Improvisation Repetition      Adapt      Motifs      Pattern Movement      Evaluate      Improve Agility      Flexibility      Strength Control      Balance      Stimulus      Rhythm Timing      Perform Health and fitness – warm
<b>Y4</b>	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health.	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.	Spatial awareness Repeat Dance Character Action Reaction Motifs

# Settrington All Saints' Long Term Planning - Skills and Knowledge ladder



	<p>Know some reasons for warming up and cooling down. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>	<p>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 Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.</p>	<p>Dynamics Perform Heart rate</p>
<b>Y5</b>	<p>Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance</p>	<p>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. Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Dance phrase Technique Formation Expression Improvisation Modify Pace Interpret Exploration Agility Strength Technique Evaluate Timing Pulse</p>
<b>Y6</b>	<p>Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>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 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. Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>	<p>Dance style Fluency Unison Canon Action Reaction Phrase Interpret Timing Recovery</p>



**Subject: PE – Flexibility, Strength, Technique, Control, Balance, Agility, Co-ordination (KS2 – Gymnastics)**

Year Group	What knowledge would we like?	What skills would we like to have?	Vocabulary
Y1	<p>Describe how the body feels before, during and after exercise.                      Carry and place equipment safely.                      Watch and describe performances.                      Begin to say how they could improve</p>	<p>Create and perform a movement sequence.                      Copy actions and movement sequences with a beginning, middle and end.                      Link two actions to make a sequence.                      Recognise and copy contrasting actions (small/tall, narrow/wide).                      Travel in different ways, changing direction and speed. Hold still shapes and simple balances.                      Carry out simple stretches.                      Carry out a range of simple jumps and rolls, landing safely.                      Move around, under, over, and through different objects and equipment.                      Begin to move with control and care                      Begin movements for handsprings, cartwheels etc.                      Perform using a range of actions and body parts with some coordination.                      Begin to perform learnt skills with some control</p>	<p>Log roll (controlled)                      Curled side roll (egg roll) (controlled)                      Teddy bear roll (controlled)                      Straight jump                      Tuck jump                      Jumping jack                      Half turn jump                      Cat spring                      Straight jump off springboard                      Bunny hop                      Front support wheelbarrow with partner                      Tiptoe, step, jump and hop                      Hopscotch                      Skipping                      Galloping                      Standing balances                      Kneeling balances                      Pike, tuck, star, straight, straddle shapes</p>
Y2	<p>Recognise and describe how the body feels during and after different physical activities.                      Explain what they need to stay healthy.                      Watch and describe performances, and use what they see to improve their own performance.                      Talk about the differences between their work and that of others.</p>	<p>Copy, explore and remember actions and movements to create their own sequence.                      Link actions to make a sequence.                      Travel in a variety of ways, including rolling.                      Hold a still shape whilst balancing on different points of the body.                      Jump in a variety of ways and land with increasing control and balance.                      Climb onto and jump off the equipment safely.                      Move with increasing control and care                      Perform sequences of their own composition with coordination.                      Perform learnt skills with increasing control.</p>	<p>Rocking forward roll                      Crouched forward roll                      Cat spring to straddle                      Hurdle step onto springboard                      Tuck jump off springboard                      Front support wheelbarrow with partner T-lever                      Scissor kick                      Straight jump half-turn                      Large body part balances                      Balances on apparatus                      Balances with a partner                      Front and back support</p>

# Settrington All Saints' Long Term Planning - Skills and Knowledge ladder



<p><b>Y3</b></p>	<p>Recognise and describe the effects of exercise on the body.          Know the importance of strength and flexibility for physical activity.          Explain why it is important to warm up and cool down.          Watch, describe and evaluate the effectiveness of a performance.          Describe how their performance has improved over time.</p>	<p>Choose ideas to compose a movement sequence independently and with others.          Link combinations of actions with increasing confidence, including changes of direction, speed or level.          Develop the quality of their actions, shapes and balances.          Move with coordination, control and care.          Use turns whilst travelling in a variety of ways.          Use a range of jumps in their sequences.          Begin to use equipment to vault.          Create interesting body shapes while holding balances with control and confidence.          Begin to show flexibility in movements          Develop the quality of the actions in their performances.          Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p>	<p>Forward roll from standing          Tucked backward roll          Star jump          Straddle jump          Pike jump          Straight jump half-turn          Cat leap          Hurdle step onto springboard          Squat on vault          Star jump off vault          Tuck jump off vault          Straddle jump off vault          Pike jump off vault          Handstand          Lunge into handstand          Cartwheel          Chassis steps          Straight jump half turn          Cat leap          Large and small body part balances, including standing and kneeling balances Matching and contrasting partner balances</p>
<p><b>Y4</b></p>	<p>Describe how the body reacts at different times and how this affects performance.          Explain why exercise is good for your health.          Know some reasons for warming up and cooling down          Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>	<p>Create a sequence of actions that fit a theme.          Use an increasing range of actions, directions and levels in their sequences.          Move with clarity, fluency and expression.          Show changes of direction, speed and level during a performance. Travel in different ways, including using flight.          Improve the placement and alignment of body parts in balances.          Use equipment to vault in a variety of ways.          Carry out balances, recognising the position of their centre of gravity and how this affects the balance.          Begin to develop good technique when travelling, balancing and using equipment.          Develop strength, technique and flexibility throughout performances.          Perform and create sequences with fluency and expression.          Perform and apply skills and techniques with control and accuracy</p>	<p>Straddle forward roll          Backward roll to straddle          Straight jump full-turn          Cat leap half-turn          Straddle on vault          Lunge into handstand          Lunge into cartwheel          Straight jump full turn          Cat leap half turn          Pivot          1, 2, 3 and 4- point balances          Balances with and against a partner</p>

## Settrington All Saints' Long Term Planning - Skills and Knowledge ladder



<p><b>Y5</b></p>	<p>Know and understand the reasons for warming up and cooling down.          Explain some safety principles when preparing for and during exercise.          Choose and use criteria to evaluate own and others' performances.          Explain why they have used particular skills or techniques, and the effect they have had on their performance</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.          Adapt their sequences to fit new criteria or suggestions.          Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.          Confidently use equipment to vault in a variety of ways.          Apply skills and techniques consistently.          Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.          Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Pike forward roll          Stag jump          Split leap          Squat through vault          Lunge into round-off          Part body weight partner balances</p>
<p><b>Y6</b></p>	<p>Understand the importance of warming up and cooling down.          Carry out warm-ups and cool-downs safely and effectively.          Understand why exercise is good for health, fitness and wellbeing.          Know ways they can become healthier.          Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.          Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.          Confidently use equipment to vault and incorporate this into sequences.          Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances          Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.          Perform and apply a variety of skills and techniques confidently, consistently and with precision.          Begin to record their peers' performances, and evaluate these.</p>	<p>Dive forward roll          Backward roll to standing pike          Pike backward roll          Cat leap full-turn          Stag leap          Straddle over vault          Hurdle step          Hurdle step into cartwheel          Hurdle step into round-off          Cat leap full turn          Develop technique, control and complexity of part-weight partner balances          Group formations</p>



## Subject: PE – Competitive Games including Running, Jumping, Throwing and Catching

Year Group	What knowledge would we like to know?	What skills would we like to know?	Vocabulary
<b>R</b>	<p>Describe how the body feels when still and when exercising.</p> <p>Talk about what they have done.</p> <p>Talk about what others have done</p>	<p>Hit a ball with a bat or racquet.</p> <p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p> <p>Catch equipment using two hands.</p> <p>Move a ball in different ways, including bouncing and kicking.</p> <p>Use equipment to control a ball.</p> <p>Kick an object at a target</p> <p>Move safely around the space and equipment.</p> <p>Travel in different ways, including sideways and backwards.</p> <p>Play a range of chasing games.</p> <p>Follow simple rules</p> <p>Control my body when performing a sequence of movements. Participate in simple games.</p>	<p>Walking Running Throwing Fast slow Catching Rolling Space Pushing Patting Kicking Bounce Control Co-ordination Bounce Body parts</p>
<b>Y1</b>	<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p> <p>Watch and describe performances.</p> <p>Begin to say how they could improve</p>	<p>Use hitting skills in a game.</p> <p>Practise basic striking, sending and receiving.</p> <p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p> <p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p>Pass the ball to another player in a game.</p> <p>Use kicking skills in a game.</p> <p>Use different ways of travelling in different directions or pathways. Run at different speeds.</p> <p>Begin to use space in a game.</p> <p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender</p> <p>Follow simple rules to play games, including team games.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Jumping Striking Throwing Bouncing Catching Space Opposite team Speed Direction Passing Controlling Shooting Scoring Co-ordination Participate Health and fitness – warm up/ cool down</p>

# Settrington All Saints' Long Term Planning - Skills and Knowledge ladder



<p><b>Y2</b></p>	<p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p>Engage in competitive activities and team games. Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.</p>	<p>Avoiding Accuracy Tracking a ball Striking Overarm throw Chest pass Bounce pass Bouncing Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring Participate Co-ordination Technique Combinations Rules Tactics</p>
<p><b>Y3</b></p> <p><b>Cricket or Rounders athletics</b></p>	<p>Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Pass the ball in two different ways in a game situation with some success. Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. Apply and follow rules fairly.</p>	<p>Defending Attacking Travel Bouncing Control Possession Co-ordination Co- operation Scoring Batting Space Pass Dribble Team Points Goals Rules Tactics Fielding Bowler Wicket Innings Rounder Backstop or wicket keeper Target Overarm Underarm Baton Relay</p>

# Settrington All Saints' Long Term Planning - Skills and Knowledge ladder



		<p>Understand and begin to apply the basic principles of invasion games.</p> <p>Know how to play a striking and fielding game fairly</p> <p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p>	
<p><b>Y4</b> <b>Cricket</b> <b>or</b> <b>rounders</b> <b>Football</b> <b>tennis</b></p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result</p>	<p>Use a racquet to hit a ball with accuracy and control.</p> <p>Accurately serve underarm.</p> <p>Build a rally with a partner.</p> <p>Use at least two different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p> <p>Move with the ball using a range of techniques, showing control and fluency.</p> <p>Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p>Make the best use of space to pass and receive the ball.</p> <p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p> <p>Vary the tactics they use in a game. Adapt rules to alter games</p> <p>Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p>	<p>Pass/send/receive Dribble Travel Team Striking Bowling Fielding Combinations Co -ordination Fluency Co -operation Competition Technique Partner Points Goals Rules Tactics Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch</p>
<p><b>Y5</b> <b>Netball</b> <b>hockey</b> <b>Tennis</b> <b>Cricket</b> <b>or</b> <b>rounders</b></p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p> <p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Develop different ways of throwing and catching.</p> <p>Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball.</p> <p>Explore when different shots are best used.</p> <p>Develop a backhand technique and use it in a game. Practise techniques for all strokes.</p> <p>Play a tennis game using an overhead serve.</p> <p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways, and begin to link together.</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Keep and win back possession of the ball effectively in a team game.</p> <p>Demonstrate an increasing awareness of space.</p> <p>Choose the best tactics for attacking and defending.</p> <p>Shoot in a game.</p> <p>Use fielding skills as a team to prevent the opposition from scoring.</p> <p>Know when to pass and when to dribble in a game.</p> <p>Devise and adapt rules to create their own game.</p> <p>Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Repossession</p>
<p><b>Y6</b> <b>Netball</b></p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-</p>	<p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Understand how to serve in order to start a game</p>	<p>Effective Use of space Control Accuracy Technique Combinations Co-operation Tactics Composition</p>

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<p><b>Hockey Tennis Cricket or rounders</b></p>	<p>downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>Throw and catch accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Fluency Create Rules Keeping possession Passing range Decisions Dribbling Shooting Shield ball Width Depth Support Marking Covering Repossession</p>
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**Subject: PE – Outdoor/Adventurous Activities (KS2 only)**

Year Group	What knowledge would we like to know?	What skills would we like to know?	How else could we challenge the pupils?
<b>Y3</b>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p> <p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time</p>	<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p> <p>Identify and use effective communication to begin to work as a team.</p> <p>Identify symbols used on a key.</p> <p>Begin to choose equipment that is appropriate for an activity.</p> <p>Communicate with others</p> <p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities.</p>	<p>Orienteering</p> <p>Names of symbols</p> <p>Map</p> <p>Minute</p> <p>Second</p>
<b>Y4</b>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise features of an orienteering course</p> <p>Communicate clearly with other people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Associate the meaning of a key in the context of the environment.</p> <p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p> <p>Plan and organise a trail that others can follow.</p> <p>Communicate clearly with others.</p> <p>Work as part of a team.</p> <p>Begin to use a map to complete an orienteering course.</p> <p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of both personal performances and activities.</p> <p>Start to improve trails to increase the challenge of the course.</p>	<p>Punch card</p> <p>Plan</p> <p>Organise</p> <p>Communicate</p>
<b>Y5</b>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise</p> <p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p> <p>Begin to use navigation equipment to orientate around a trail.</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities both as part of a team and independently.</p>	<p>Navigation</p> <p>Compass</p> <p>North</p> <p>East</p> <p>South</p> <p>West</p> <p>Orienteering</p>



		<p>Identify a key on a map and begin to use the information in activities.                  Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others.                  Create a simple plan of an activity for others to follow.                  Identify the quickest route to accurately navigate an orienteering course.                  Communicate clearly and effectively with others. Work effectively as part of a team.                  Successfully use a map to complete an orienteering course.                  Begin to use a compass for navigation.                  Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.                  Offer a detailed and effective evaluation of both personal performances and activities.</p>	
<p><b>Y6</b></p>	<p>Understand the importance of warming up and cooling down.                  Carry out warm-ups and cool-downs safely and effectively.                  Understand why exercise is good for health, fitness and wellbeing.                  Know ways they can become healthier.                  Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>Oriente themselves with confidence and accuracy around an orienteering course when under pressure.                  Design an orienteering course that is clear to follow and offers challenge to others.                  Use navigation equipment (maps, compasses) to improve the trail.                  Use clear communication to effectively complete a particular role in a team.                  Compete in orienteering activities both as part of a team and independently.                  Choose the best equipment for an outdoor activity.                  Prepare an orienteering course for others to follow.                  Identify the quickest route to accurately navigate an orienteering course.                  Manage an orienteering event for others to compete in.                  Communicate clearly and effectively with others when under pressure.                  Work effectively as part of a team, demonstrating leadership skills when necessary.                  Successfully use a map to complete an orienteering course.                  Use a compass for navigation.                  Organise an event for others.                  Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.                  Listen to feedback and improve an orienteering course from it.</p>	<p>Improve                  Oriente</p>



**Subject: Swimming – Following Swim England School Swimming Curriculum**

Year Group	What knowledge would we like to know? What skills would we like to know?	Vocabulary
<b>School Swimming and Safety Award 1</b>	1. Enter the water safely. 2. Move forwards, backwards and sideways for a distance of 5 metres, feet may be on or off the floor. 3. Scoop the water and wash face, be comfortable with water showered from overhead. 4. Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged. 5. Take part in a movement game. 6. Give examples of two pool rules. 7. Recognise and identify the purpose of beach flags. 8. Exit the water safely.	Forwards Backwards Sideways
<b>School Swimming and Safety Award 2</b>	1. Enter the water safely. 2. Move from a horizontal floating position on the front and return to standing. 3. Move from a horizontal floating position on the back and return to standing. 4. Push and glide on the front in a horizontal position, to or from the pool wall. 5. Push and glide on the back in a horizontal position from the pool wall. 6. Travel on the back for 5 metres. 7. Travel on the front for 5 metres. 8. Float on the back. 9. Know how to signal for help. 10. Exit the water safely.	Horizontal Signal
<b>School Swimming and Safety Award 3</b>	1. Jump in from poolside and submerge (minimum depth of 1 metre). 2. Fully submerge to pick up an object. 3. Perform a tuck float and hold for five seconds. 4. Push from wall and glide on the front with arms extended. 5. Push from wall and glide on the back (optional with arms extended). 6. Perform a rotation from the front to the back, then return to standing. 7. Perform a rotation from the back to the front, then return to standing. 8. Identify an open water hazard near your home or school. 9. Exit the water safely.	Submerge Tuck Glide Rotation Hazard
<b>School Swimming and Safety Award 4</b>	1. Jump into the water, submerge, surface and swim back to the point of entry (minimum depth 1 metre). 2. Push and glide towards the pool floor with arms extended. 3. Perform a sequence of changing shapes (minimum of three) whilst floating on the surface. 4. Push and glide on the front with arms extended and log roll onto the back. 5. Push and glide on the back with arms extended and log roll onto the front. 6. Travel 5 metres on the front, perform a tuck to rotate onto the back and return to the side. 7. Travel 10 metres on the front with feet off the pool floor. 8. Travel 10 metres on the back with feet off the pool floor. 9. Perform a 'shout and signal' rescue. Explain how you would get help. 10. Exit the water safely without using steps.	Surface Sequence
<b>School Swimming</b>	1. Jump into the water, submerge, surface and swim back to the point of entry (at least full reach depth). 2. Perform a horizontal stationary scull on the back. 3. Kick 10 metres backstroke.	180 degrees Backstroke Front Crawl

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<p><b>and Safety Award 5</b></p>	<ol style="list-style-type: none"> <li>4. Kick 10 metres front crawl.</li> <li>5. Kick 10 metres butterfly or breaststroke on the front or on the back.</li> <li>6. Travel on back and log roll 180 degrees in one continuous movement onto front.</li> <li>7. Travel on front and log roll 180 degrees in one continuous movement onto back.</li> <li>8. Swim 10 metres, choice of stroke is optional.</li> <li>9. Give two examples of where it is safe to swim and why.</li> <li>10. Exit the water safely.</li> </ol>	<p>Butterfly Breaststroke</p>
<p><b>School Swimming and Safety Award 6</b></p>	<ol style="list-style-type: none"> <li>1. Perform three different shaped jumps into deep water (to include a straddle jump).</li> <li>2. Perform a head first scull for 5 metres.</li> <li>3. Two out of the following three must be completed:             <ol style="list-style-type: none"> <li>a. Swim 10 metres front crawl.</li> <li>b. Swim 10 metres backstroke.</li> <li>c. Swim 10 metres breaststroke.</li> </ol> </li> <li>4. Tread water for 30 seconds.</li> <li>5. Perform a handstand or forward somersault, tucked in the water.</li> <li>6. Swim 25 metres (choice of stroke optional).</li> <li>7. Swim 10 metres wearing clothes - as a minimum T-shirt and shorts.</li> <li>8. Exit deep water without the use of steps.</li> </ol>	<p>Somersault Straddle Scull</p>
<p><b>School Swimming and Safety Self Rescue Award</b></p>	<ol style="list-style-type: none"> <li>1. Enter the water using a fall in entry.</li> <li>2. Float on the back or scull.</li> <li>3. Tread water for 20 seconds with one arm in the air and shout for help.</li> <li>4. Swim 15 metres on the front, rotate and swim 15 metres on the back to a floating object.</li> <li>5. Take up the Heat Escape Lessening Position (H.E.L.P).</li> <li>6. Swim 10 metres retaining a floating object.</li> <li>7. Take up the Huddle position.</li> <li>8. Swim using a long arm front paddle (survival stroke) to the side.</li> <li>9. Climb out from water of at least full reach depth without using the steps.</li> <li>10. Discuss as a group when these skills might be used to self-rescue in different water based situations.</li> </ol>	<p>Scull Tread Float Huddle</p>
<p><b>School Swimming and Safety Aquatic Skills Award</b></p>	<ol style="list-style-type: none"> <li>1. Enter the water safely.</li> <li>2. Submerge to pick up an object from the bottom of the pool (full reach depth).</li> <li>3. Swim 25 metres (choice of stroke is optional).</li> <li>4. Swim 50 metres (choice of stroke(s) may be used).</li> <li>5. Participate in a game of mini-polo.</li> <li>6. Discuss in your group the tactics and skills used and evaluate them.</li> <li>7. Perform a one minute movement sequence in a group of three or more, incorporating a number of different skills, for example: sculling, treading water, floating, rotations.</li> <li>8. Exit the water safely.</li> </ol>	<p>Sequence Polo</p>

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