



Progression of Skills: PE

'The national curriculum for physical education aims to ensure that all pupils: develop competence to excel in a broad range of physical activities; are physically active for sustained periods of time; engage in competitive sports and activities and lead healthy, active lives'

Progression of Skills across Foundation & Key Stages		
EYFS	KS1	KS2
<ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object 	<ul style="list-style-type: none"> • Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. • They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. • Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and 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. 	<ul style="list-style-type: none"> • Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. • They should enjoy communicating, collaborating and competing with each other. • They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: 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 performances with previous ones and demonstrate improvement to achieve their personal best.



in pushing, patting, throwing, catching or kicking it

Progression of Skills for Swimming and Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.

Working Towards Expected Standard

- Beginning to be able to tread water.
- Can move in the water using basic strokes and leg actions.
- Can float in the water using swimming aids.
- Beginning to copy new actions more accurately.
- Works with developing confidence in the water.
- Can give some reasons why swimming is a beneficial form of exercise.
- Beginning to evaluate own performance, and that of others, sometimes suggesting improvements.
- Developing understanding of how to keep safe in the water.
- Working towards 25 metre award.
- Swims 25 metres with swimming aids.



At Expected Standard

- Swims with growing confidence, competence and proficiency, over a distance of at least 25 metres.
- Swims with growing confidence, competence and proficiency.
- Is able to dive into the water safely.
- Can tread water.
- Paces during longer swims.
- Knows how to keep safe in the water.
- Can swim a specific distance in a set time.
- Uses a range of strokes.
- Performs safe self-rescue in water-based situations.
- Can describe the effects swimming has on your body.
- Can confidently evaluate own performance, and that of others, suggesting improvements.



Above Expected Standard

- Swims with confidence, competence and proficiency, over a distance of at least 25 metres.
- Swims with confidence, competence and proficiency, over a distance of at least 500 metres.
- Swims with confidence, competence and proficiency, over a distance of at least 1000 metres.
- Swims with confidence, competence and proficiency.
- Able to dive into the water safely and confidently.
- Paces during long swims.
- Uses a wide range of different strokes.
- Can describe several beneficial effects that swimming has on your body.
- Swim with coordination and control
- Tread water for increasingly longer periods.
- Confidently demonstrates different strokes



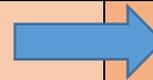
<ul style="list-style-type: none"> • Can swim over 25 metres using swimming aids. • Beginning to tread water. • Beginning to pace during longer swims. 	<ul style="list-style-type: none"> • Can move in the water in different ways, using basic stroke and leg actions, • Applies learned skills to different situations 	<ul style="list-style-type: none"> • Can give several reasons why swimming is a beneficial form of exercise • Can confidently evaluate own performance, and that of others, suggesting improvements
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Early Years Foundation Stage (EYFS) *'Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity⁶, and to make healthy choices in relation to food* **Moving and handling:** *children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. **Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently'* **statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five; DE, April 2017**





<p><u>Moving and Handling</u></p> <p><u>Early Learning Goal</u> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing</p>	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. <ul style="list-style-type: none"> • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. 	<ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. <ul style="list-style-type: none"> • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
<p><u>Physical Development</u></p>	<p><u>30-50 Months</u></p>	<p><u>40-60+ Months</u></p>





<p><u>Health and Self Care</u></p> <p><u>Early Learning Goal</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<ul style="list-style-type: none"> •Can tell adults when hungry or tired or when they want to rest or play. •Observes the effects of activity on their bodies. •Understands that equipment and tools have to be used safely. •Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. •Can usually manage washing and drying hands. <ul style="list-style-type: none"> •Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <ul style="list-style-type: none"> •Usually dry and clean during the day. •Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. •Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. •Shows understanding of how to transport and store equipment safely. <ul style="list-style-type: none"> •Practices some appropriate safety measures without direct supervision.
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Dance

Specific Vocabulary to be embedded during 'Dance' unit teaching

Taken from specific, identified age appropriate skills, **highlighted in yellow**

<u>EYFS – 60+months Vocabulary</u>	<u>KS1 Vocabulary</u>		<u>LKS2 Vocabulary</u>		<u>UKS2 Vocabulary</u>	
Skip, Slow, Fast, Roll, Space, Small, Large, Around, Under, Over, Through	Body, Change, Speed, Movement, Steps		Improvise, Sequence, Adapt, Stimuli, Rhythm, Spatial Awareness		Exaggerate, Sequence, Motif, Flexibility, Fluent, Pace	
<u>Early Learning Goal up to 60+ months</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of 		<ul style="list-style-type: none"> Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes 	<ul style="list-style-type: none"> Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. 	<ul style="list-style-type: none"> Confidently improvises with a partner or on their own. Beginning to create longer sequences in a larger group. 	<ul style="list-style-type: none"> Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements 	<ul style="list-style-type: none"> Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range



<p>ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing</p> <p>Skills</p> <ul style="list-style-type: none"> • Jumps off an object and lands appropriately. • Travels with confidence and skill around, under, over and through balancing and climbing equipment 	<ul style="list-style-type: none"> • Copies and explores basic movements and body • Remembers simple movements and dance steps • Links movements to sounds and music. • Responds to range of stimuli. 	<ul style="list-style-type: none"> • Add change of direction to a sequence • Uses space well and negotiates space clearly. • Can describe a short dance using appropriate vocabulary. • Responds imaginatively to stimuli. 	<ul style="list-style-type: none"> • Translates ideas from stimuli into movement with support. • Beginning to compare and adapt movements and motifs to create a larger sequence. • Uses simple dance vocabulary to compare and improve work. 	<p>Demonstrating precision and some control in response to stimuli.</p> <ul style="list-style-type: none"> • Beginning to vary dynamics and develop actions and motifs. • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequence as a result of self-evaluation. • Uses simple dance vocabulary to compare and improve work. 	<p>throughout a dance sequence.</p> <ul style="list-style-type: none"> • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus.. • Beginning to show a change of pace and timing in their movements. • Improvises with confidence, still demonstrating fluency across their sequence. • Uses more complex dance 	<p>of movement patterns.</p> <ul style="list-style-type: none"> • Demonstrates a strong imagination when creating own dance sequences and motifs. • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. • Beginning to show a change of pace and timing in their movements. • Is able to move to the beat accurately in
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					vocabulary to compare and improve work.	<p>dance sequences.</p> <ul style="list-style-type: none">• Improvises with confidence, still demonstrating fluency across their sequence.• Dances with fluency, linking all movements and ensuring they flow.• Demonstrates consistent precision when performing dance sequences.• Modifies parts of a sequence as a result of self and peer evaluation.
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Gymnastics

Specific Vocabulary to be embedded during 'Gymnastics' unit teaching

Taken from specific, identified age appropriate skills, highlighted in yellow

<u>EYFS – 60+months Vocabulary</u>	<u>KS1 Vocabulary</u>		<u>LKS2 Vocabulary</u>		<u>UKS2 Vocabulary,</u>	
Move, large, small, space, balancing, climbing	Movements, pathways, control, jump, equipment, sequence		Movements, co-ordination, similarities, differences, traveling, balancing, shapes		Precision, Control, Fluency, Composition. Consistency, Varying Speed, Strength, Gym	
<u>Early Learning Goal up to 60+ months</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
	<ul style="list-style-type: none"> Copies and explores basic 	<ul style="list-style-type: none"> Explores and creates different 	<ul style="list-style-type: none"> Applies compositional ideas 	<ul style="list-style-type: none"> Links skills with control, technique, co- 	<ul style="list-style-type: none"> Select and combine their skills, 	<ul style="list-style-type: none"> Plan and perform with precision,



<ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing Skills Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through 	<p>movements with some control and coordination.</p> <ul style="list-style-type: none"> Can perform different body shapes Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements 	<p>pathways and patterns. Uses equipment in a variety of ways to create a sequence</p> <ul style="list-style-type: none"> Link movements together to create a sequence 	<p>independently and with others to create a sequence.</p> <ul style="list-style-type: none"> Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements 	<p>ordination and fluency.</p> <ul style="list-style-type: none"> Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences. 	<p>techniques and ideas.</p> <ul style="list-style-type: none"> Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve 	<p>control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <ul style="list-style-type: none"> Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats
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<p>balancing and climbing equipment</p>			<ul style="list-style-type: none">• Beginning to develop good technique when travelling, balancing, using equipment etc		<p>and refine performances.</p> <ul style="list-style-type: none">• Develops strength, technique and flexibility throughout performances.• Links skills with control, technique, co-ordination and fluency.• Understands composition by performing more complex sequences.	<p>and apparatus, showing consistency, fluency and clarity of movement.</p> <ul style="list-style-type: none">• Draw on what they know about strategy, tactics and composition when performing and evaluating.• Analyse and comment on skills and techniques and how these are applied in their own and others' work.• Uses more complex gym vocabulary to describe how to improve and refine performances.• Develops strength, technique and flexibility
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						throughout performances.
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<u>Games</u>			
Specific Vocabulary to be embedded during 'Games' unit teaching			
<i>*Taken from specific, identified age appropriate skills, highlighted in yellow*</i>			
<u>EYFS – 60+ months Vocabulary</u>	<u>KS1 Vocabulary</u>	<u>LKS2 Vocabulary</u>	<u>UKS2 Vocabulary,</u>



Move, large, small, space, hold, catch, kick, pushing, patting	Control, hand-eye, running, jumping, tactics, attacking, defending, spatial		Tactics, communicate, dribbling, bouncing, kicking, compete, composition, rules		Possession, co-ordination, tactics, composition, differentiate, attacking, defending	
Early Learning Goal up to 60+ months	Y1	Y2	Y3	Y4	Y5	Y6
<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing</p> <p>Skills</p> <ul style="list-style-type: none"> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Travels with confidence and skill 	<ul style="list-style-type: none"> Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye Participates in simple games 	<ul style="list-style-type: none"> Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding 	<ul style="list-style-type: none"> Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to 	<ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. 	<ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what 	<ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking Keeps possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding



<p>around, under, over and through balancing and climbing equipment</p>		<p>of attacking/ defending</p>	<p>develop various games.</p> <ul style="list-style-type: none"> Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills. 	<ul style="list-style-type: none"> Works well in a group to develop various games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. 	<p>resources can be used to differentiate a game.</p> <ul style="list-style-type: none"> Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. 	<p>of tactics and composition.</p> <ul style="list-style-type: none"> Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.
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Athletics

Specific Vocabulary to be embedded during 'Athletics' unit teaching

Taken from specific, identified age appropriate skills, **highlighted in yellow**



<u>EYFS – 60+months Vocabulary</u> Move, large, small, space, hold, catch, run	<u>KS1 Vocabulary</u> Run, speed, throw, standing, speed, change.		<u>LKS2 Vocabulary</u> Hop, Skip, Jump, running, distance, equipment, control, component, throws, sprinting.		<u>UKS2 Vocabulary,</u> Component, Triple Jump, techniques, accuracy, athletics, control	
<u>Early Learning Goal up to 60+ months</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools 	<ul style="list-style-type: none"> Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control. 	<ul style="list-style-type: none"> Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. <i>preparation for shot put and javelin</i> Can use equipment safely 	<ul style="list-style-type: none"> Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i> Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment 	<ul style="list-style-type: none"> Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Demonstrates accuracy in throwing and catching activities. Describes good athletic 	<ul style="list-style-type: none"> Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and 	<ul style="list-style-type: none"> Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and



<p>effectively, including pencils for writing</p> <p><u>Skills</u></p> <ul style="list-style-type: none">Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.			<p>safely and with good control.</p>	<p>performance using correct vocabulary.</p> <ul style="list-style-type: none">Can use equipment safely and with good control.	<p>catching activities.</p> <ul style="list-style-type: none">Describes good athletic performance using correct vocabulary.Can use equipment safely and with good control.	<p>catching activities.</p> <ul style="list-style-type: none">Describes good athletic performance using correct vocabulary.Can use equipment safely and with good control.
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Outdoor and Adventurous Activity



Specific Vocabulary to be embedded during 'O&E Activity' unit teaching

*Taken from specific, identified age appropriate skills, **highlighted in yellow***

<u>EYFS – 60+months Vocabulary</u>	<u>KS1 Vocabulary</u>		<u>LKS2 Vocabulary</u>		<u>UKS2 Vocabulary,</u>	
N/A	N/A		Maps, shapes, listening, strategies, safe, problem		Interpret maps, strategies, discuss, choose,	
<u>Early Learning Goal up to 60+ months</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
			<ul style="list-style-type: none"> Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with 	<ul style="list-style-type: none"> Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. 	<ul style="list-style-type: none"> Develops strong listening skills. Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. 	<ul style="list-style-type: none"> Develops strong listening skills. Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group.



			<p>others in a group.</p> <ul style="list-style-type: none">• Demonstrates an understanding of how to stay safe.	<ul style="list-style-type: none">• Discuss and work with others in a group.• Demonstrates an understanding of how to stay safe.	<ul style="list-style-type: none">• Discuss and work with others in a group.• Demonstrates an understanding of how to stay safe.	<ul style="list-style-type: none">• Demonstrates an understanding of how to stay safe.
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Swimming

Specific Vocabulary to be embedded during 'Swimming' unit teaching

*Taken from specific, identified age appropriate skills, **highlighted in yellow***

<u>EYFS – 60+months Vocabulary</u>	<u>KS1 Vocabulary</u>		<u>LKS2 Vocabulary</u>		<u>UKS2 Vocabulary,</u>	
N/A	N/A		Metres, strokes, front-crawl, backstroke, breaststroke, butterfly, self-rescue, water safety		N/A	
<u>Early Learning Goal up to 60+ months</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
			Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.			



			Performs safe self-rescue in different water-based situations.			
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Evaluation

Specific Vocabulary to be embedded during teaching of how to evaluate

Taken from specific, identified age appropriate skills, **highlighted in yellow**

<u>EYFS – 60+months Vocabulary</u>	<u>KS1 Vocabulary</u>	<u>LKS2 Vocabulary</u>	<u>UKS2 Vocabulary,</u>
Safe, healthy, talk	Comments, feedback, improve,	Watches, describes, improve, suggestion, similarities, differences	Technique, describe, tactics, comment, performance, similarities and differences
<u>Early Learning Goal up to 60+ months</u>	<u>Y1 & Y2</u>	<u>Y3 & Y4</u>	<u>Y5 & Y6</u>
Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe	<ul style="list-style-type: none"> Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback. 	<ul style="list-style-type: none"> Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences. 	<ul style="list-style-type: none"> Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.



Healthy Lifestyles

Specific Vocabulary to be embedded during teaching of how to understand a healthy lifestyle.

Taken from specific, identified age appropriate skills, **highlighted in yellow**

<u>EYFS – 60+months Vocabulary</u>	<u>KS1 Vocabulary</u>	<u>LKS2 Vocabulary</u>	<u>UKS2 Vocabulary,</u>
Safe, healthy, talk	Effect, body, healthy	Warm up, cool down, healthy, lifestyle, exercise	Warm up, cool down, healthy, lifestyle, exercise
<u>Early Learning Goal up to 60+ months</u>	<u>Y1 & Y2</u>	<u>Y3 & Y4</u>	<u>Y5 & Y6</u>
Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle. 	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle. • Understands the need to warm up and cool down. 	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle. • Understands the need to warm up and cool down.