

## HEALTH & FITNESS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Acquiring and developing Selecting and applying	KS1		KS2			
PROGRESSION 1	Shows awareness of space-self and others	Develops fundamental movement skills - running, jumping and throwing	Develops a range of skills for running, jumping and throwing	Investigates and compares the effectiveness of different running styles, throws and jumps	Uses precision and control when performing a range of skills in running, jumping and throwing	Uses different courses for running, i.e. zigzag, circular etc, whilst maintaining balance
PROGRESSION 2	Develops techniques for the fundamental movement skills and other locomotor skills i.e. skipping, hopping etc	Moves safely in space avoiding collisions within a confined area	Copies, repeats and explores simple skills and actions with basic control and coordination	Demonstrates different techniques showing control, coordination and consistency	Sprints across a range of apparatus i.e. modified hurdles showing agility, balance and coordination	Uses a broad range of opportunities to extend their agility, balance and coordination in a range of activities
PROGRESSION 3	Develops agility balance and control	Develops agility, balance and coordination individually	Develops a range of skills for running, jumping and throwing	Makes decisions quickly when playing games/ activities showing coordination whilst changing speed and direction	Uses different techniques to improve the quality of runs, jumps and throws	Uses running, jumping, throwing and catching in isolation and in combination, using good technique, control and balance
PROGRESSION 4	Jogs, skip and jumps and runs and is physically active for sustained periods	Recognises there are different ways of jumping, running and throwing and demonstrates some of these	Jumps over and across a range of apparatus i.e. modified hurdles	Makes up games in order to use their skills and challenge their fitness levels	Adapts relays using different objects as batons and different styles of relays	Creates activities to develop fundamental movement skills



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PROGRESSION 5	Competes against self and others	Plays games that involve running, chasing, dodging using space effectively	Runs alongside a partner and in front of a partner, pacing themselves, increasing/decreasing distances and speed	Understands the term speed and what different activities we can do to make us faster	Understands the term stamina and demonstrates different activities that improve it	Develops flexibility, strength, technique, control and balance
PROGRESSION 6	Plays games that involve running, chasing, dodging, using space effectively	Runs in a variety of ways, i.e. paired, individual and shuttle runs	Uses dynamic movements when running and jumping Competes against self and others	Competes against each other in challenging events and takes on different roles, e.g. score keeper and timekeeper	Develops consistency in a variety of skills and events	Sprints across a range of apparatus
PROGRESSION 7	Starts to run in a variety of ways, i.e. paired, individual and shuttle runs	Develops an understanding of pace and runs for longer distances		Competes against self	Competes against self	
PROGRESSION 8		Competes against self and others				



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<b>EVALUATING &amp; IMPROVING</b>	Describes their own and others actions using simple vocabulary to describe actions and skills.	Understands that they can consolidate skills through practise and repetition.	Makes suggestions on how others can improve their performance, i.e. jump longer, throw further, run faster etc.	Describes tactics that may improve their own and others performances.  Communicates well with team members and shares ideas with peer	Adapts and adjusts techniques or tactics in order to enhance performance.	Communicates effectively with others to improve performance.  Compares performance and challenges themselves to achieve their personal best
<b>KNOWLEDGE AND UNDERSTANDING OF HEALTH AND FITNESS</b>	Understands and gives reasons why warming up before an activity is important.	Recognises the effects of physical activity on their bodies.	Warms up and prepares appropriately for different types of activity.  Demonstrates how to warm up and prepares appropriately for different types of activity	Recognises and can describe what their body feels like before, during and after exercise.	Knows that the heart pumps slowly at rest and much faster when they exercise.  Shows an understanding of how the heart works differently when active and at rest	Knows how to find their pulse and understands that this is blood pumping around their body.  Demonstrates how to find a pulse and has an understanding of what a pulse is
<b>SOCIAL &amp; EMOTIONAL</b>	I always try new things and I embrace the challenge.	I stay on task and I am always enthusiastic.	I can communicate effectively and collaborate with others to improve performance.	I communicate well with my team members and share ideas with my peers.	I can identify what I am good at and what needs improving.	I accept challenges and will see a goal through to the end.



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NATIONAL CURRICULUM	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Develop competence to excel in a broad range of physical activities</li> <li>• Are physically active for sustained periods of time</li> <li>• Engage in competitive sports and activities</li> <li>• Lead healthy, active lives.</li> </ul> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• Perform dances using a range of movement patterns</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>					



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<b>UNCRC</b>	<p>"Every Child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this."</p> <p>Article 3 - Encourage all children to enact their rights by being involved in physical activities. (especially if they are obese/unfit)            Article 6 - Develop children to their full potential - pathways to other things outside of school.            Article 12 - Actively encourage children to express themselves in PE lessons.            Article 13 - Allow time at the end of the session for children to express their views.            Article 15 - Girls and boys can play together.            Article 23 - Children with disabilities are included in PE lessons.            Article 24 - Educate children and their families.            Article 28 - Promote healthy lifestyles and Educate children about health education in a fun way.            Article 29 - Provide a high level of learning of all children. Children get the opportunity to lead.            Article 31 - Children playing games during PE.</p>					



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<b>SCHOOL GAMES VALUES</b>	<p><b>Determination</b> Keep going no matter what. Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and self-discipline to overcome obstacles, commit to your goals and keep working every day to become the very best you can be. Don't hold back!</p> <p><b>Teamwork</b> Treating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.</p> <p><b>Self-Belief</b> You've got to believe to achieve. Have the self-belief and confidence to succeed and reach your personal best.</p> <p><b>Honesty</b> Be honest with others and with yourself. Have the courage to do the right thing and what you know is right. Let the best person win, not the best cheat!</p> <p><b>Passion</b> Giving it 100 percent. Put your heart and soul into the game and never give up. Passion makes you enter the race and passion makes you finish it.</p> <p><b>Respect</b> Show respect for the referee, for the opposition, for your teammates, for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Have respect every day, in every sport and for everyone</p>					

