



'Dream. Believe. Achieve'

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PE Long-Term Plan (2023-2024)						
EYFS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Nursery	Introduction to PE: Unit 1	Dance: Unit 1	Fundamentals: Unit 1	Gymnastics: Unit 1	Ball skills: Unit 1	Games: Unit 1
Reception	Introduction to PE: Unit 2	Dance: Unit 2	Fundamentals: Unit 2	Gymnastics: Unit 2	Ball skills: Unit 2	Games: Unit 2
Year 1	Fundamentals	Gymnastics	Fitness	Dance	Sending and Receiving	Invasion
	Team Building	Ball Skills	Target Games	Net and Wall	Striking and Fielding	Athletics
Year 2	Fundamentals	Gymnastics	Fitness	Dance	Sending and Receiving	Invasion
	Team Building	Ball Skills	Target Games	Net and Wall	Striking and Fielding	Athletics
Year 3	Fitness	Gymnastics	Dance	Dodgeball	Yoga	Tennis
	Football	Basketball	Hockey	OAA	Cricket	Athletics
Year 4	Swimming 2-2:45pm Fri	Swimming 2-2:45pm Fri	Swimming 2-2:45pm Fri	Swimming 2-2:45pm Fri	Swimming 2-2:45pm Fri	Swimming 2-2:45pm Fri
	Football	Basketball	Dance	Hockey	Tennis	Athletics
Year 5	Fitness	Dance	Dodgeball	Gymnastics	Badminton	Yoga
	Basketball	Tag Rugby	Netball	Hockey	Cricket	Athletics
Year 6	Fitness	Dance	Dodgeball	Gymnastics	Volleyball	Rounders
	Basketball	Tag Rugby	Netball	Hockey	OAA	Athletics



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PROGRESSION OF SKILLS: BALL SKILLS							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	<p>Sending: know to look at the target when sending a ball.</p> <p>Catching: know to have hands out ready to catch.</p> <p>Tracking: know to watch the ball as it comes towards me and scoop it with two hands.</p> <p>Dribbling: know that keeping the ball close will help with control.</p>	<p>Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance.</p> <p>Catching: know to watch the ball as it comes towards me.</p> <p>Tracking: know to move my feet to get in the line with the ball.</p> <p>Dribbling: know that moving with a ball is called dribbling.</p>	<p>Sending: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch. Tracking: know that it is easier to move towards a ball to track it than chase it.</p> <p>Dribbling: know to keep my head up when dribbling to see space/opponents.</p>	<p>Sending: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>Catching: know to move my feet to the ball.</p> <p>Tracking: know that using a ready position will help me to react to the ball.</p> <p>Dribbling: know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.</p>	<p>Sending: know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.</p> <p>Catching: know to adjust my hands to the height of the ball.</p> <p>Tracking: know that tracking a ball is an important skill used in games activities and be able to give examples of this.</p> <p>Dribbling: know that dribbling with soft hands/touches will help me to keep control.</p>	<p>Sending: know that controlling a ball before sending it will allow me to send it accurately.</p> <p>Catching: understand when to use different types of catching.</p> <p>Tracking: know that tracking a ball will help me to collect/stop/receive it quickly and successfully.</p> <p>Dribbling: know that dribbling in different directions will help me to lose a defender in game situations.</p>	<p>Sending: understand and make quick decisions about when, how and who to pass to. Catching: know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball.</p> <p>Tracking: know how to track a ball for different situations, considering trajectory, speed, height and size of the ball.</p> <p>Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.</p>
SKILLS	<p>Sending: explore sending an object with hands and feet.</p> <p>Catching: explore catching to self and with a partner.</p> <p>Tracking: explore stopping a ball with hands and feet.</p> <p>Dribbling: explore dropping and catching with two hands and moving a ball with feet.</p>	<p>Sending: roll and throw with some accuracy towards a target.</p> <p>Catching: begin to catch with two hands. Catch after a bounce.</p> <p>Tracking: track a ball being sent directly.</p> <p>Dribbling: explore dribbling with hands and feet.</p> <p>Sending: explore sending an object with hands and feet.</p>	<p>Sending: roll, throw and kick a ball to hit a target.</p> <p>Catching: develop catching a range of objects with two hands. Catch with and without a bounce.</p> <p>Tracking: consistently track and collect a ball being sent directly.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move</p>	<p>Sending: send a ball with accuracy and increasing consistency to a target.</p> <p>Catching: catch a range of objects with increasing consistency.</p> <p>Tracking: track a ball not sent directly.</p> <p>Dribbling: dribble a ball with hands and feet with control.</p>	<p>Sending: accurately use a range of techniques to send a ball to a target.</p> <p>Catching: catch different sized objects with increasing consistency with one and two hands.</p> <p>Tracking: consistently track a ball sent directly and indirectly.</p> <p>Dribbling: dribble a ball with increasing control and co-ordination.</p>	<p>Sending: demonstrate clear technique when sending a ball under pressure. Catching: demonstrate good technique under pressure.</p> <p>Tracking: demonstrate a range of techniques when tracking and collecting a ball. Dribbling: dribble with some control under pressure.</p>	<p>Sending: show good technique when sending a ball with increasing control, accuracy and consistency under pressure.</p> <p>Catching: demonstrate increasing consistency of catching under pressure in a variety of game situations.</p> <p>Tracking: demonstrate a wider range of techniques when tracking a ball under pressure</p> <p>Dribbling: dribble consistently using a range of techniques with increasing control under pressure.</p>



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PROGRESSION OF SKILLS: ATHLETICS

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	<p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.</p> <p>Jumping: know that bending my knees will help me to land safely.</p> <p>Throwing: understand that bigger targets are easier to hit.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>Running: understand that if I swing my arms it will help me to run faster.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control.</p> <p>Understand that if I bend my knees it will help me to jump further.</p> <p>Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Jumping: know that swinging my arms forwards will help me to jump further.</p> <p>Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.</p> <p>Rules: know how to follow simple rules when working with others.</p>	<p>Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Jumping: know that if I jump and land in quickly it will help me to jump further.</p> <p>Throwing: understand that the speed of the movement helps to create power.</p> <p>Rules: know the rules of the event and begin to apply them.</p>	<p>Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Jumping: understand that transferring weight will help me to jump further.</p> <p>Throwing: understand that transferring weight will help me to throw further.</p> <p>Rules: know and understand the rules to be able to manage our own events.</p>	<p>Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances.</p> <p>Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps.</p> <p>Throwing: know how to transfer my weight in different throws to increase the distance.</p> <p>Rules: understand and apply rules in a variety of events using official equipment.</p>	<p>Running: understand that I need to prepare my body for running and know the muscle groups I will need to use.</p> <p>Jumping: understand that a run up builds speed and power and enables me to jump further.</p> <p>Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.</p> <p>Rules: understand and apply rules in events that pose an increased risk</p>
SKILLS	<p>Running: explore running and stopping safely.</p> <p>Jumping: explore jumping and hopping safely.</p> <p>Throwing: explore throwing to a target.</p>	<p>Running: explore running at different speeds.</p> <p>Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.</p> <p>Throwing: explore throwing for distance and accuracy.</p>	<p>Running: develop the sprinting action.</p> <p>Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.</p> <p>Throwing: develop overarm throwing for distance.</p>	<p>Running: develop the sprinting technique and apply it to relay events.</p> <p>Jumping: develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>Throwing: explore the technique for a pull throw.</p>	<p>Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</p> <p>Jumping: develop technique when jumping for distance.</p> <p>Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p>	<p>Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.</p> <p>Jumping: explore technique and rhythm in the triple jump.</p> <p>Throwing: Develop technique and power in javelin and shot put.</p>	<p>Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p> <p>Jumping: develop power, control and technique in the triple jump.</p> <p>Throwing: develop power, control and technique when throwing discus and shot put.</p>



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PROGRESSION OF SKILLS: DANCE

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	<p>Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting.</p>	<p>Actions: understand that actions can be sequenced to create a dance. Dynamics: understand that I can create fast and slow actions to show an idea. Space: understand that there are different directions and pathways within space. Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time. Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. Strategy: know that if I use exaggerated actions it helps the audience to see them clearly.</p>	<p>Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. Performance: know that using facial expressions helps to show the mood of my dance. Strategy: know that if I practice my dance my performance will improve.</p>	<p>Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. Dynamics: understand that all actions can be performed differently to help to show effect. Space: understand that I can use space to help my dance to flow. Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. Performance: understand that I can use timing techniques such as canon and unison to create effect. Strategy: know that if I show sensitivity to the music, my performance will look more complete.</p>	<p>Actions: understand that some actions are better suited to a certain character, mood or idea than others. Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others. Space: understand that space can be used to express a certain character, mood or idea. Relationships: understand that some relationships are better suited to a certain character, mood or idea than others. Performance: know that being aware of other performers in my group will help us to move in time. Strategy: know that I can select from a range of dance techniques to translate my idea.</p>	<p>Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style. Dynamics: understand that different dance styles utilise selected dynamics to express mood. Space: understand that space relates to where my body moves both on the floor and in the air. Relationships: understand that different dance styles utilise selected relationships to express mood. Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work. Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.</p>	<p>Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent. Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea. Performance: understand how a leader can ensure our dance group performs together. Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.</p>
SKILLS	<p>Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others.</p>	<p>Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience.</p>	<p>Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance.</p>	<p>Actions: create actions in response to a stimulus individually and in groups. Dynamics: use dynamics effectively to express an idea. Space: use direction to transition between formations. Relationships: develop an understanding of formations. Performance: perform short, self-choreographed phrases showing an awareness of timing.</p>	<p>Actions: respond imaginatively to a range of stimuli related to character and narrative. Dynamics: change dynamics confidently within a performance to express changes in character. Space: confidently use changes in level, direction and pathway. Relationships: use action and reaction to represent an idea. Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p>Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. Dynamics: confidently use dynamics to express different dance styles. Space: confidently use direction and patterning to express different dance styles. Relationships: confidently use formations, canon and unison to express a dance idea. Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>	<p>Actions: show controlled movements which express emotion and feeling. Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. Space and relationships: use a variety of compositional principles when creating my own dances. Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>



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PROGRESSION OF SKILLS: GYMNASTICS

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	<p>Shapes: understand that I can make different shapes with my body.</p> <p>Balances: know that I should be still when holding a balance.</p> <p>Rolls: know that I can change my body shape to help me to roll.</p> <p>Jumps: know that bending my knees will help me to land safely.</p> <p>Strategy: know that if I hold a shape and count to five people will see it clearly.</p>	<p>Shapes: understand that I can improve my shapes by extending parts of my body.</p> <p>Balances: know that balances should be held for 5 seconds.</p> <p>Rolls: know that I can use different shapes to roll.</p> <p>Jumps: know that landing on the balls of my feet helps me to land with control.</p> <p>Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</p>	<p>Shapes: know that some shapes link well together.</p> <p>Balances: understand that squeezing my muscles helps me to balance.</p> <p>Rolls: understand that there are different teaching points for different rolls.</p> <p>Jumps: understand that looking forward will help me to land with control.</p> <p>Strategy: know that if I use shapes that link well together it will help my sequence to flow.</p>	<p>Shapes: understand how to use body tension to make my shapes look better.</p> <p>Balances: understand that I can make my balances look interesting by using different levels.</p> <p>Rolls: understand the safety considerations when performing more difficult rolls.</p> <p>Jumps: understand that I can change the take off and shape of my jumps to make them look interesting.</p> <p>Strategy: know that if I use different levels it will help to make my sequence look interesting.</p>	<p>Shapes: understand how shapes can be used to improve my sequence.</p> <p>Inverted movements: know that inverted movements are actions in which my hips go above my head.</p> <p>Balances: know how to keep myself and others safe when performing partner balances.</p> <p>Rolls: understand that I can keep the shape of my roll using body tension.</p> <p>Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees.</p> <p>Strategy: know that if I use different directions it will help to make my sequence look interesting.</p>	<p>Shapes: understand that shapes underpin all other skills.</p> <p>Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.</p> <p>Balances: understand how to use contrasting balances to make my sequences look interesting.</p> <p>Rolls: understand that I need to work within my own capabilities and this may be different to others.</p> <p>Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.</p> <p>Strategy: know that if I use different pathways it will help to make my sequence look interesting.</p>	<p>Shapes: know which shapes to use for each skill.</p> <p>Inverted movements: understand that spreading my weight across a base of support will help me to balance.</p> <p>Balances: know where and when to apply force to maintain control and balance.</p> <p>Rolls: understand that I can use momentum to help me to roll and know where that momentum from.</p> <p>Jumps: understand that taking off from two feet will give me more height and therefore more time in the air.</p> <p>Strategy: know that if I use changes in formation it will help to make my sequence look interesting.</p>
SKILLS	<p>Shapes: show contrast with my body including wide/narrow, straight/curved.</p> <p>Balances: explore shapes in stillness using different parts of my body.</p> <p>Rolls: explore rocking and rolling.</p> <p>Jumps: explore jumping safely.</p>	<p>Shapes: explore basic shapes straight, tuck, straddle, pike.</p> <p>Balances: perform balances making my body tense, stretched and curled.</p> <p>Rolls: explore barrel, straight and forward roll progressions.</p> <p>Jumps: explore shape jumps including jumping off low apparatus.</p>	<p>Shapes: explore using shapes in different gymnastic balances.</p> <p>Balances: remember, repeat and link combinations of gymnastic balances.</p> <p>Rolls: explore barrel, straight and forward roll and put into sequence work.</p> <p>Jumps: explore shape jumps and take off combinations.</p>	<p>Shapes: explore matching and contrasting shapes.</p> <p>Balances: explore point and patch balances and transition smoothly into and out of them.</p> <p>Rolls: develop the straight, barrel, and forward roll.</p> <p>Jumps: develop stepping into shape jumps with control.</p>	<p>Shapes: develop the range of shapes I use in my sequences.</p> <p>Inverted movements: develop strength in bridge and shoulder stand.</p> <p>Balances: develop control and fluency in individual and partner balances.</p> <p>Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control.</p> <p>Jumps: develop control in performing and landing rotation jumps.</p>	<p>Shapes: perform shapes consistently and fluently linked with other gymnastic actions.</p> <p>Inverted movements: explore progressions of a cartwheel.</p> <p>Balances: explore symmetrical and asymmetrical balances.</p> <p>Rolls: develop control in the straight, barrel, forward, straddle and backward roll.</p> <p>Jumps: select a range of jumps to include in sequence work.</p>	<p>Shapes: combine and perform gymnastic shapes more fluently and effectively.</p> <p>Inverted movements: develop control in progressions of a cartwheel and a headstand.</p> <p>Balances: explore counter balance and counter tension.</p> <p>Rolls: develop fluency and consistency in the straddle, forward and backward roll.</p> <p>Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.</p>



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PROGRESSION OF SKILLS: FUNDAMENTAL SKILLS							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	<p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.</p> <p>Balancing: know that I can hold my arms out to help me to balance.</p> <p>Jumping: know that bending my knees will help me to land safely.</p> <p>Hopping: understand that I use one foot to hop.</p> <p>Skipping: know that if I hop then step that will help me to skip.</p>	<p>Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster.</p> <p>Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control.</p> <p>Hopping: know that I should hop with a soft bent knee.</p> <p>Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>	<p>Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Balancing: understand that squeezing my muscles helps me to balance.</p> <p>Jumping: know that swinging my arms forwards will help me to jump further.</p> <p>Hopping: know that if I look straight ahead it will stop me falling over when I land.</p> <p>Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>	<p>Running: understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration). Understand how agility helps us with everyday tasks.</p> <p>Balancing: understand how balance helps us with everyday tasks.</p> <p>Jumping and hopping: know that if I jump and land in quick succession, momentum will help me to jump further.</p> <p>Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</p>	<p>Running: know that keeping my elbows bent when changing direction will help me to stay balanced.</p> <p>Balancing: understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>Jumping and hopping: know that swinging my non-hopping foot helps to create momentum.</p> <p>Skipping: understand that keeping my chest up helps me to stay balanced.</p>	<p>Running: understand that to change direction, I push off my outside foot and turn my hips.</p> <p>Balancing: understand that balance is a skill used in many different activities and everyday life.</p> <p>Jumping and hopping: understand that there are different techniques for different situations.</p> <p>Skipping: understand that people will have varying levels of skipping ability and that I can get better with practice.</p>	<p>Running: know that running develops stamina and speed and both can be improved by training over time. Understand that agility requires speed, strength, good balance and co-ordination.</p> <p>Balancing: know that balance underpins many skills in PE and everyday life and this feels different in different situations.</p> <p>Jumping and hopping: understand when to jump for height or jump for distance in different activities and what to do to achieve this.</p> <p>Skipping: understand that skipping helps to develop co-ordination, stamina and balance.</p>
SKILLS	<p>Running: explore running and stopping. Explore changing direction safely.</p> <p>Balancing: explore balancing whilst stationary and on the move.</p> <p>Jumping: begin to explore take off and landing safely.</p> <p>Hopping: explore hopping on both feet.</p> <p>Skipping: explore skipping as a travelling action.</p>	<p>Running: explore changing direction and dodging. Discover how the body moves at different speeds.</p> <p>Balancing: move with some control and balance. Explore stability and landing safely.</p> <p>Jumping: demonstrate control in take off and landing when jumping.</p> <p>Hopping: begin to explore hopping in different directions.</p> <p>Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p>	<p>Running: demonstrate balance when changing direction. Clearly show different speeds when running.</p> <p>Balancing: demonstrate balance when performing movements.</p> <p>Jumping: demonstrate jumping for distance, height and in different directions.</p> <p>Hopping: demonstrate hopping for distance, height and in different directions.</p> <p>Skipping: explore single and double bounce when jumping in a rope.</p>	<p>Running: change direction. Show an increase and decrease in speed.</p> <p>Balancing: demonstrate balance when performing other fundamental skills.</p> <p>Jumping and hopping: link jumping and hopping actions.</p> <p>Skipping: jump and turn a skipping rope.</p>	<p>Running: change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.</p> <p>Balancing: demonstrate good balance and control when performing other fundamental skills.</p> <p>Jumping and hopping: link hopping and jumping actions with other fundamental skills.</p> <p>Skipping: consistently skip in a rope.</p>	<p>Running: demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation.</p> <p>Balancing: consistently demonstrate good balance when performing other fundamental skills.</p> <p>Jumping and hopping: demonstrate good technique and co-ordination when linking jumps.</p> <p>Skipping: show a range of skills when skipping in a rope.</p>	<p>Running: change direction with a fluent action. Transition smoothly between varying speeds.</p> <p>Balancing: show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Jumping and hopping: demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together.</p> <p>Skipping: consistently show a range of skills when skipping in a rope.</p>



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PROGRESSION OF SKILLS: SWIMMING (YEAR 4) WAKEFIELD COUNCIL

I am water confident	I can travel	I can swim (NC Level)	I am a good swimmer	I am a brilliant swimmer
<p>Answer 3 questions about swimming pool safety</p> <p>Enter the pool safely from a sitting position</p> <p>Be at ease walking around the pool</p> <p>Be able to inhale (face out of water) and exhale a minimum of 3 times rhythmically with face submerged on exhale</p> <p>Regain an upright position from their back (using buoyancy equipment)</p> <p>Push and glide to/from the wall, whilst maintaining a streamlined position on their front (using buoyancy equipment)</p> <p>Push and glide to/from the wall, whilst maintaining a streamlined position on their back (using buoyancy equipment)</p> <p>Travel 5m off the floor on front (using buoyancy equipment)</p> <p>Travel 5m off the floor on back (using buoyancy equipment)</p> <p>Exit the pool without the use of pool steps</p>	<p>Answer 3 questions about swimming pool safety</p> <p>Regain an upright position from their back without using buoyancy equipment</p> <p>Kick 5m on front (choice of leg kick optional) 1 piece of buoyancy equipment can be used.</p> <p>Kick 5m on back - 1 piece of buoyancy equipment can be used.</p> <p>Travel 5m feet off floor on their front without using buoyancy equipment</p> <p>Travel 5m feet off floor on their back without using buoyancy equipment</p> <p>In a flat position, without the use of floatation equipment, travel 10m on their front</p> <p>In a flat position, without the use of floatation equipment, travel 10m on their back</p>	<p>Push and glide from the wall without the use of equipment, maintaining a streamlined position on their front ideally with arms extended above the head.</p> <p>Push and glide from the wall without the use of equipment, maintaining a streamlined position on their back ideally with arms extended above the head.</p> <p>Submerge to pick up an object from the pool floor</p> <p>Swim 10m backstroke</p> <p>Swim 10m, choice of stroke</p> <p>Swim 25m either front crawl, breast stroke or butterfly</p> <p>Jump into the pool (chest depth) or 1.1m</p> <p>Perform a star float for 30 seconds</p>	<p>Swim a distance of 50m using 2 different strokes</p> <p>Sink, push and glide, transition into two dolphin kicks into swimming</p> <p>Swim 25m front crawl to Swim England Standard</p> <p>Swim 25m breast stroke to Swim England Standard</p> <p>Swim 10m butterfly to Swim England Standard</p> <p>Tread water for 30 seconds</p> <p>Perform a surface dive</p> <p>Scull 5m head first then return feet first without touching the pool floor</p> <p>Perform a sitting dive</p> <p>Travel a distance of 5m using eggbeater leg kick</p> <p>Travel/swim 25m without undue stress in clothes (T-Shirt and shorts)</p>	<p>Swim continuously for 100m using all 4 strokes</p> <p>Swim 50m front crawl to Swim England Standard</p> <p>Swim 50m breast stroke to Swim England Standard</p> <p>Swim 25m butterfly to Swim England Standard</p> <p>Swim continuously for 200m</p> <p>Perform a movement sequence of 1-minute duration, in a group of 3 or more or more, incorporating a number of the following skills: sculling, rotation, floating, eggbeater</p> <p>Tread water for 1 minute whilst signalling for assistance</p> <p>Perform a tumble-turn swimming front crawl</p> <p>Perform a tumble-turn swimming back crawl</p>