



Aims 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
- lead healthy, active lives.

Our School Values – RESPONSIBILITY, PATIENCE, QUALITY, CO-OPERATION, TOLERANCE, ASPIRATION are threaded through our curriculum.
Links are made explicitly in short-term plans and our Values Progression grid.

| ELG | Key Stage 1 | Key stage 2 |
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| <p>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.</p> <p>Movement 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.</p> | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching. • 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. | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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. |

Gymnastics

Through gymnastics we help children to build a bank of key human movement skills that fall under 4 main categories; TRAVELLING, JUMPING, TURNING AND BALANCING. This will apply to all movement whether performed on the floor or on the apparatus. Then through their progressive understanding of the movements we will begin to develop their range and quality of those movements. The skill of building SEQUENCES will develop gradually throughout the units as the children become increasingly competent in their movements.

| | | EYFS | | KS1 | | LKS2 | | UKS2 | |
|-------------------|---|------|---|---|--------|---|--------|---|--------|
| | | Area | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Travelling | Knowledge (Basic taught element) | | Children can travel on feet in different ways. Walking, jogging, running, skipping, bouncing, hopping. They can vary their speed and direction. | <ul style="list-style-type: none"> • Begin to travel on hands and feet (hands flat on the floor and fully extended arms) • Monkey Walk (bent legs and extended arms) • Caterpillar walk (hips raised so legs as well as arms can be fully extended, keeping hands still as feet walk towards hands, then walk hands away) • Bunny hop (transfer weight to hands) Travelling forwards and backwards • Travel at different speeds slow and fast. | | <ul style="list-style-type: none"> • Use a variety of rolling actions to travel. • Travel with a partner; move away from and together • Travel at different speeds slow, fast, intermediate, acceleration, deceleration • Travel in different pathways forwards backwards, sideways and diagonally. | | <ul style="list-style-type: none"> • Travel sideways in a bunny hop and develop into a cartwheeling action keeping knees tucked in and by placing on hand then the other on the floor. • Increase the variety of pathways (curving, zig-zag, twisting, spiralling) including levels (high, medium, low) and speeds in which you travel. • Travel in time with a partner. Move away from and back to a partner. | |

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| Skill (Application of the knowledge taught) | <p>To play various warm up games which include the above knowledge.</p> <p>To use the space given to perform the knowledge, moving safely.</p> <p>Can join movements together, with teacher instruction.</p> <p>Can perform movements on the apparatus.</p> | <ul style="list-style-type: none"> To use the space given to perform the knowledge safely and independently. Can join movements together into sequences and with teacher instruction change direction and speed. Can perform movements on the apparatus. Can perform a follow my leader style sequence. Can perform a turn whilst still travelling in the same direction. | <ul style="list-style-type: none"> Perform a gymnastic sequence with clear changes of speed, with 3 different ways of travelling. Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, then move apart to finish. To travel along the apparatus in a variety of ways and exploring different entry and exit points on the apparatus. Can perform a turn to change direction | <ul style="list-style-type: none"> Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances) When taught as a teaching sequence incorporating balances, jumps, turns. To travel along the apparatus in a variety of ways and exploring different entry and exit points on the apparatus with and without a partner. To perform a turn to change direction and level. |
| | Vocabulary | <p>Travel, still, stop, move, walk, jog, bounce, skip, feet, ankles, toes, body, arms, head, back, backwards, forwards, slow, fast.</p> | <p>Flat, extended, bend, hips, raise, weight, transfer, sequence, perform, independently,</p> | <p>Roll, partner work, intermediate speed, accelerate, decelerate, diagonal, mirroring</p> |

| Jumping | Area | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|------------------|---|--|--|--|---------------|---------------|---------------|
| | Knowledge | <ul style="list-style-type: none"> To jump into the air moving in an upward motion, using arms to gain height. To jump into the air moving in a forward motion, using arms to gain height. Learn how to comfortably and safely land. (bent knees, soft ankles, arms to balance, chin and chest up) | <ul style="list-style-type: none"> Jumping from 2 feet and landing on 2 feet. Taking off from 1 foot and landing on 2 feet Explore shape in the air when jumping and landing with control (e.g. star shape, tuck, straight, stag jump) Leap <p><i>(All jumps are shown from page 232 of the Val Sabin Gymnastics programmes)</i></p> | <ul style="list-style-type: none"> Jumping from 2 feet and landing on 1 (stag jump extended) Taking off from 1 foot and landing on 1 foot (elongated hop and a change leg leap Sideways leap A turning jump, take off one foot and land on the other (scissor jump Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action. Add a quarter or half turn into a jump before landing | <p>To develop the 5 basic jumps improving the quality of the shape, joining 2 or more jumps together, join a jump with another type of movement.</p> <p>To include new jumps Pike jump, Straddle jump, Stretch full, turn jump, Change leg leap.</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing</p> <p><i>(All jumps are shown from page 232 of the Val Sabin Gymnastics programmes)</i></p> | | | |

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| | | | | | (All jumps are shown from page 232 of the Val Sabin Gymnastics programmes) | | | |
| | Skill | To use jumps, in warm up exercises. To use the space safely. To explore jumps from different heights and distances. | To explore jumps from different heights using the apparatus. Perform a sequence of 2 jumps with control. Perform a follow my leader style sequence, matching their movements | To work with a partner using different performance techniques, Mirror and contrast, Facing a partner, Side by side | | <ul style="list-style-type: none"> To work with a partner using different performance techniques, Mirror and contrast, Back to back with a partner, Jumping over a partner. Jump along, over and off apparatus of varying height with control in the air and on landing | | |
| | Vocabulary | Land, bent knees, soft ankles, arms to balance, chin and chest up | Star, tuck, straight, stag, leap, sequence, join, | | | | | |
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| Balancing | Area | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Knowledge | <ul style="list-style-type: none"> To understand how to be still. To use their body to make shapes. To be able to name different body parts. | <ul style="list-style-type: none"> To balance by taking weight on different body parts. To balance on small and large body parts. To balance on different levels. Balance with a partner: side by side To balance on the apparatus To practice static balances. | <ul style="list-style-type: none"> To balance and overbalance Balance upside down and the right way up Balance in the air (jump and flight holding a shape) Balance in different shapes. Balance against a partner with different body parts in contact. Balance against apparatus, under, or on. To practice both Dynamic and static balances. | <ul style="list-style-type: none"> Balance with a partner: side by side back to back one behind the other on different levels linked Balance with a partner by pushing or pulling against them Balance against apparatus, under, or on. Balance against apparatus, under, or on with a partner. To practice both Dynamic and static balances. | | | |
| | Skill | To use balances when stopping. To show a balance when finishing. To hold a balance on a large or small body part and remain still. | To balance on the back, front, side, hip or shoulders (large) To balance on hands, elbows, knees, feet, head. To use a combination of small and large body parts to create a wider range of balances. To use learnt balances on the apparatus. | To shoulder balance (see page 366 of the skills in Val Sabin) Use hands, knees and hands and knees to hand and balance using apparatus. (pg367) To begin to use a partner to create different balances, and begin to join balances together in a sequence. | Use the head to balance. (Headstand) Children should be strong and competent in all balances before these before attempting a headstand. To work with a partner to create good balances and build them into sequences. To use the apparatus to create balances with and without a partner. | | | |

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| | | | To use learnt balances with a partner. Join a jump, travel, turn and balance together in a sequence. | Build on the travelling, jump and turning elements already taught to create longer more interesting sequences. | Build on the travelling, jump and turning elements already taught to create longer more interesting sequences. |
| | Vocabulary | Feet, back, front, body, hands, balance, still | Feet, back, front, body, hands, balance, still Points, patches, small, large, balance, still, hold, weight, | Points, patches, small, large, balance, still, hold, weight, hanging, grip, palms, mixed grip, elements, sequence | Points, patches, small, large, balance, still, hold, weight, hanging, grip, palms, mixed grip, elements, sequence, pull, push, pressure |

Dance

Through dance the children will progressively develop a wide range of part or whole body actions. The core principles of movement revolve around the key questions What is the body doing? How is the body moving? Where are the movements going to be performed? With whom or what is the action performed? They will learn to CREATE, PERFORM and EVALUATE dances.

| EYFS | | KS1 | | LKS2 | | UKS2 | |
|---------------|--|---|--|---|--------|--|--------|
| Area | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| CREATE | Knowledge (Basic taught element) | Children can travel on feet in different ways. Walking, jogging, running, skipping, bouncing, hopping. They can vary their speed and direction. | To understand a dance needs <ul style="list-style-type: none"> a beginning a middle and an end. Motifs and movement phrases. | <ul style="list-style-type: none"> Highlights Contrasts and variation | | <ul style="list-style-type: none"> Flow to express feeling Transitions | |

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| | Skill (Application of the knowledge taught) | To use the space given to move to music | Using the above knowledge to dance <ul style="list-style-type: none"> • Solo • Mirroring | | Using the above knowledge to dance <ul style="list-style-type: none"> • Unison • Cannon | | Using the above knowledge to dance using <ul style="list-style-type: none"> • Action and reaction | |
| PERFORM | Area | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Knowledge | Children can travel on feet in different ways. Walking, jogging, running, skipping, bouncing, hopping. They can vary their speed and direction. | <ul style="list-style-type: none"> • To travel by <i>walking, stepping, running, skipping, galloping, creeping, rolling, sliding and hopping.</i> • Being still – the ability to stop and go. <i>Freezing, holding, pausing, settling.</i> • Making a shape – using isolated body parts or whole body (linked to year progression in gymnastics) • Jumping - linked to year progression in gymnastics • Turning – <i>spinning, twirling, pivoting, rolling and spiralling.</i> • Change the rhythm, speed, level and direction – Link to gymnastics. • Use different movement patterns –step patterns, dance forms, dance phrases or motifs. | | <ul style="list-style-type: none"> • To travel – linked to Gymnastics • Making shapes • Jumping with more fluidity and transitions • Turning – Linked to gymnastics skills • Change the rhythm, speed, level and direction – Link to gymnastics. • All above skills to be performed with increasing control. • <p>Different times and cultures – maypole dance, country dance, folk dance, Asian dance and more – to be agreed through topic work.</p> | | <ul style="list-style-type: none"> • • To travel – linked to Gymnastics • Making shapes • Jumping with more fluidity and transitions • Turning – Linked to gymnastics skills • Change the rhythm, speed, level and direction – Link to gymnastics. • All above skills to be performed with increasing control and execution. <p>Different times and cultures – maypole dance, country dance, folk dance, Asian dance and more – to be agreed through topic work.</p> | |
| | Skill | To repeat movements to music in a sequence. | <ul style="list-style-type: none"> • Copy, remember and repeat actions. • Put a sequence of actions together to create a motif. • Create a short motif inspired by a stimulus. | | <ul style="list-style-type: none"> • Begin to improvise with a partner to create a simple dance. • Create motifs from different stimuli. | | <ul style="list-style-type: none"> • 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. | |

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| | | | <ul style="list-style-type: none"> Vary the speed of their actions. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. <p>Begin to improvise independently to create a simple dance.</p> | <ul style="list-style-type: none"> Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. 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. <p>Compose longer dance sequences in a small group.</p> | <ul style="list-style-type: none"> Show a change of pace and timing in their movements. Develop an awareness of their use of space. 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. | | | |
| EVALUATE | Area | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Knowledge | To look, listen and respond. | <ul style="list-style-type: none"> Developing Critical language Observing Responding Describing Recognising | <ul style="list-style-type: none"> Reflecting Interpreting Comparing Contrasting | <ul style="list-style-type: none"> Analysing Evaluating Discussing Suggesting | | | |
| | Skill | Watch and listen Discuss and talk about what they could see. Respond using qualitative language 'I liked it' 'I didn't like it much' | Respond using qualitative language 'I liked it because...' 'I didn't like it much because...' I could have done better if... They should begin to recognise features of dances and evaluate. When watching dances they should look for | <ol style="list-style-type: none"> The structure of the dance The features of movement | They should begin to recognise features of dances and evaluate. When watching dances they should look for | | | |

In physical education at Hemswell cliff we believe that Games are essential in part in a child's development. It helps to develop motor skills and physical dexterity. The acquire many skills and become competent in performing them. They begin to understand and value principles of games, knowledge of rules and playing using objectives and strategies. They develop teamwork skills as well as leadership skills and problem solving in practical situations.

| | | EYFS | KS1 | LKS2 | | UKS2 | | | |
|-----------------------------|--|------|---|--|--|---|--------|--------|--------|
| | | Area | EYFS | Year 1 and Year 2 | | Year 3 | Year 4 | Year 5 | Year 6 |
| Net/Court/Wall games | Knowledge (Basic taught element) | | <ul style="list-style-type: none"> Work individually and with others. Engage in cooperative physical activities Participate in team games. Understand how to use equipment safely. | <ul style="list-style-type: none"> develop basic movements including running, jumping, throwing and catching participate in simple team games, developing simple tactics for attacking and defending To slide, push, roll, bounce, throw, kick and strike a ball. To receive by hands, feet or equipment (bat or hockey stick) To travel carrying, pushing, dribbling or bouncing. Take part in simple individual games or with a partner. Use the designated rules for a game. | <ul style="list-style-type: none"> Perform basic skills including running, jumping, throwing and catching, striking, bouncing with control and consistency Develop different throwing techniques, under-arm, over-arm, one-handed and two-handed. Adapt and refine the speed and direction the ball. Develop striking using a bat/racquet feet in line with the ball and body in a position for hitting. Hit accurately a ball that is fed to them. | <ul style="list-style-type: none"> Use forehand, back hand and overhead shots. To be able to volley Play co-operatively with a partner Develop tactics by varying ball height, direction and speed. To recognise space in the opponent's court and try to hit the ball into that space. To play full games. | | | |
| | Skill (Application of the knowledge taught) | | <ul style="list-style-type: none"> Send a ball and a range of equipment to a partner/ teammate in a variety of ways. To receive and control a ball with increasing control. Can travel around a designated space controlling equipment. Create a new simple game as an individual or a pair. Apply simple rules, adapt to make it easier/harder. Combine taught skills in a game situation. | <ul style="list-style-type: none"> Keep a game going using knowledge gained and performing to an increasing level of accuracy. Begin to use tactics to make things harder for their opponent – hitting faster or harder, in a different direction. Developing a knowledge of rules, to play a fair game. | <ul style="list-style-type: none"> Apply the rules for different games consistently and fairly. To know what they are successful at and what they need to practice more. Work well with others adapting their play to suit theirs and others needs. Apply all skills taught in a game situation. | | | | |
| | | Area | EYFS | Year 1 and Year 2 | | Year 3 | Year 4 | Year 5 | Year 6 |

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| Striking and Fielding games | Knowledge (Basic taught element) | <ul style="list-style-type: none"> • Work individually and with others. Engage in cooperative physical activities • Participate in team games. • Understand how to use equipment safely. | <ul style="list-style-type: none"> • develop basic movements including running, jumping, throwing and catching • participate in simple team games, developing simple tactics for attacking and defending • To slide, push, roll, bounce, throw, kick and strike a ball. • To receive by hands, feet or equipment (bat or hockey stick) • To travel carrying, pushing, dribbling or bouncing. • Take part in simple individual games or with a partner. • Use the designated rules for a game. | <ul style="list-style-type: none"> • To use a range of throwing skills, over-arm, under-arm, two handed, one-handed. • To strike with intent by hitting and pushing with increasing competency. • To intercept and stop balls in their path of travel. • To begin to bowl and know the role of the bowler. • To throw accurately • To catch reasonably well. • To judge how far they should run to score points and not be 'out'. • To select positions on the field to make fielding more effective. | <ul style="list-style-type: none"> • To use different ways of bowling, bowl underarm accurately. • Vary how they bowl to make it harder for the batter speed and levels. • Hit the ball from either side of their body. • Control the hit and direct balls away from fielders. • Look at tactics which involve bowlers and fielders working as a team. • | | |
| | Skill (Application of the knowledge taught) | | <ul style="list-style-type: none"> • Send a ball and a range of equipment to a partner/ teammate in a variety of ways. • To receive and control a ball with increasing control. • Can travel around a designated space controlling equipment. • Create a new simple game as an individual or a pair. • Apply simple rules, adapt to make it easier/harder. • Combine taught skills in a game situation. • | <ul style="list-style-type: none"> • To bowl field effectively by throwing, catching and stopping the ball with increasing accuracy. • Keep a game going using knowledge gained and performing to an increasing level of accuracy. • Begin to use tactics to make things harder for their opponent – hitting faster or harder, in a different direction. • Developing a knowledge of rules, to play a fair game. • | <ul style="list-style-type: none"> • Use and apply basic rules to play consistently and fairly. • Work collaboratively towards a common goal getting the opposing team 'out' • To know what they are successful at and what they need to practice more. • Work well with others adapting their play to suit theirs and other's needs. • Apply all skills taught in a game situation. | | |
| | | EYFS | KS1 | LKS2 | | UKS2 | |
| Area | EYFS | Year 1 and Year 2 | | Year 3 | Year 4 | Year 5 | Year 6 |

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| Invasion games | Knowledge (Basic taught element) | <ul style="list-style-type: none"> • Work individually and with others. Engage in cooperative physical activities • Participate in team games. • Understand how to use equipment safely. | <ul style="list-style-type: none"> • develop basic movements including running, jumping, throwing and catching • participate in simple team games, developing simple tactics for attacking and defending • To slide, push, roll, bounce, throw, kick and strike a ball. • To receive by hands, feet or equipment (bat or hockey stick) • To travel carrying, pushing, dribbling or bouncing. • Take part in simple individual games or with a partner. • Use the designated rules for a game. | <ul style="list-style-type: none"> • Pass and receive a ball using a chest pass, shoulder pass, bounce pass and a controlled kick. • Can pass and receive a ball at different speeds and levels. • Change direction when travelling with or dribbling a ball. • Understand some rules of a variety of games. • Modify and adapt rules in order suit the flow of the game (<i>e.g. not playing the footwork rule in order to keep the flow of the game and work on intercepting</i>) • Create their own games with simple rules. • Tactics to maintain the ball whilst moving towards a goal. | <ul style="list-style-type: none"> • To shoot into a goal. • Shoot from varied differences and angles. • To become competent and increasingly accurate in passing, receiving, moving and dribbling with a ball. • Mark a player or space, intercept and pass and tackle safely. • To improve defence tactics by marking and intercepting. |
| | Skill (Application of the knowledge taught) | | <ul style="list-style-type: none"> • Send a ball and a range of equipment to a partner/ teammate in a variety of ways. • To receive and control a ball with increasing control. • Can travel around a designated space controlling equipment. • Create a new simple game as an individual or a pair. • Apply simple rules, adapt to make it easier/harder. • Combine taught skills in a game situation. • | <ul style="list-style-type: none"> • Show increasing control and consistency in games • Play with greater flow and increased speed of passing. • Apply principles and simple tactics to a range of 'like' games. | <ul style="list-style-type: none"> • Play small invasion games with increased fluency. • Choose when to pass or dribble to maintain possession. • Apply basic team play to maintain possession and work towards the goal. • To choose and use different formations to help the team work towards a common goal. |
| Assessment / Evidence | | <ul style="list-style-type: none"> • Twinkl Assessments • Short Written paragraph to show knowledge embedded from the topic • KWL Mind Maps completed at the start and end of topic • Photographs • Videos • Self & Peer Evaluations • Quizzes/Hands up | <ul style="list-style-type: none"> • Tasks completed linked to Knowledge Organisers • Comparison activities • Completing an investigation or setting up own investigation • Annotated written work/or photographs • Scenario Discussions / What I know conversations.... (with teacher annotations) • Drama Activities • Topic summary "What I have learnt" | | |

Swimming and Water safety

At Hemswell Cliff Primary school the children have the opportunity to go swimming for a 10 week block in the summer term in KS2. They are assessed at the beginning to determine their water confidence, swimming ability and water safety knowledge. Swimming is an important part of the school PE programme as the children get to develop and in some cases try for the first time their water skills and life saving activities.

| | | Beginner | Intermediate | Mastery |
|---|--|--|--|--|
| Knowledge (Basic taught element) | | Basic water safety Water confidence Simple swimming strokes | More advanced water safety Increased water confidence Effective swimming strokes and techniques Elements of competitive swimming | Water safety and Life saving skills Increased water confidence Compentent and proficient swimming over 25m. |
| Skill (Application of the knowledge taught) | | All skills below aided by swimming coach in the water with the children. Entering and exiting the pool area using walking feet only. How to enter and exit the water safely (small pool) Importance of keeping their had above water. Listening to instructions to keep safe. Moving across the pool on feet. Allowing splashing Placing face in the water. Begin to travel across the pool with a float to aid, allowing feet to be lifted. Begin to travel across the pool with a float to aid by kicking feet. Begin some simple 1 armed stroked on front and back aided by a float. Without float, on front and back they may use legs to propel themselves across the pool with hands in front (pencil position) Without float they may use legs to propel them across the pool using front crawl and back stroke style arms. | All skills below aided by swimming coach on the side of the pool. How to enter and exit the water safely (small pool) Importance of keeping their had above water. Listening to instructions to keep safe. Developing stamina in the big pool to reach the opposite side without putting feet down on front and back. Developing the effectiveness of a range of strokes and creating proficiency in their swimming, with and without floats on their front and back. Learning breathing techniques for front crawl. Using skills learnt to take part in small intra school swimming races. | All skills below aided by swimming coach on the side of the pool. Learning simple forward sitting and standing dives as a way of entering the water. Treading water. Retrieving objects from the bottom of the pool. Developing swimming stamina in a range of strokes to build up to swimming 25m. Developing proficiency in their swimming strokes. Performing simple life saving rescue routines – treading water fully clothed an removing items to make it easier. Rescuing a body safely by using their chin to support their head above water. Perform a safety jump into the water to allow them to keep their head above water. |

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| Assessment /Evidence | <ul style="list-style-type: none">• Twinkl Assessments• Short Written paragraph to show knowledge embedded from the topic• KWL Mind Maps completed at the start and end of topic• Photographs• Videos• Self & Peer Evaluations• Quizzes/Hands up | <ul style="list-style-type: none">• Tasks completed linked to Knowledge Organisers• Comparison activities• Completing an investigation or setting up own investigation (Games, dances, sequences)• Annotated written work/or photographs• Scenario Discussions / What I know conversations.... (with teacher annotations)• Drama Activities• Topic summary "What I have learnt" |
|---------------------------------|--|---|