



## Long Term Plan for KS1 PE

### Autumn Term

Pathway	EYFS	Experiencer (difference pathway)	Explorer	Enquirer	Investigator
Levels	Small Steps	P4 and below	P5-P8	P9-12	P12-18

## Long Term Plan for KS1 PE

KS1	Autumn	Spring	Summer
Games	<b>Team Games</b>	<b>Dance and Gymnastics (Year 1)</b>	<b>Athletics (Year 1)</b>
	<p><b><u>Explorers</u></b></p> <p><i><b>Skills:</b></i> Show how to hold a ball, manipulate a ball to create a movement. Tolerate a group working around them, celebrating a team achievement.</p> <p><i><b>Knowledge:</b></i> Identify a variety of balls used in team games. Understand and communicate how to hold a ball and observe someone demonstrating ball skills.</p> <p><b><u>Enquiry</u></b></p> <p><i><b>Skills:</b></i> Demonstrate with some confidence basic movement skills E.G. Running, throwing and catching attempting to send and receive a ball in either a conditioned team game situation or isolated practice where children</p>	<p><b><u>Explorers</u></b></p> <p><i><b>Skills:</b></i> Move freely to a piece of music, explore how the body moves freely, await a turn on a piece of equipment and demonstrate an emerging awareness of bending and stretching with some balance and co-ordination.</p> <p><i><b>Knowledge:</b></i> Identify when the music is beginning and ending. Can identify and communicate different ways that the body can move. Identify isolated movement E.G. Arm circling</p> <p><b><u>Enquiry</u></b></p> <p><i><b>Skills:</b></i> Copy and repeat one movement in gymnastics or dance showing some balance</p>	<p><b><u>Explorers</u></b></p> <p><i><b>Skills:</b></i> In an isolated situation demonstrate some ability when running, throwing and jumping. Demonstrate good sportsmanship, celebrating the success of others. Tolerate working with others as a team and as an individual.</p> <p><i><b>Knowledge:</b></i> Show an awareness that we can't always win and demonstrate why we cheer other on and celebrate their success. Can identify different athletic equipment.</p> <p><b><u>Enquiry</u></b></p> <p><i><b>Skills:</b></i> Demonstrate technique to gain height and distance when jumping.</p>

	<p>can demonstrate the skill of finding a space and working together as a team to achieve an outcome.</p> <p><b>Knowledge:</b> Identify and communicate how to send or receive a ball through running, throwing and catching. Identify where space is and know what a team is by identify the comments of a team E.G. Number of players, equipment used and some rules. Demonstrate an understanding of how we share and take turns when working together as a team.</p> <p><b>Investigators</b></p> <p><b>Skills:</b> Master basic movements of running, throwing and catching by following and receive a ball. Perform basic movements into a space to pass (follow) and receive (catch, stop, scoop etc) a ball demonstrating some agility. Participate in a small conditioned (competitive against self and/or against others) team games.</p> <p><b>Knowledge:</b> Understand and communicate a variety of rules for chosen games. Know how to receive and send a ball correctly and identify the correct equipment for the chosen game. Identify where space is and how someone can move into that space.</p>	<p>and co-ordination skills. Begin to move on cue following a pattern of movements. Show that they can wait patiently and take turns.</p> <p><b>Knowledge:</b> Know when the music begins and ends. Explain what happens at these points. Follow instructions, work in a group to take turns.</p> <p><b>Investigators</b></p> <p><b>Skills:</b> Master and demonstrate basic movement patterns combing two or more movements together successfully in a gymnastics sequence or dance routine. Demonstrate increasing confidence with balance and co-ordination. Follow a warm up and cool down, listen to music and move independently.</p> <p><b>Knowledge:</b> Confidently describe my movements and offer feedback to others and discuss the importance of a warm up and cool down.</p>	<p>Increase confidence and accuracy when throwing towards a target. Show confidence and communication whilst running for pleasure. Participate in a semi-competitive event.</p> <p><b>Knowledge:</b> Have an emerging awareness of the importance of taking regular breaks when exercising, Identify the different body movements for a vertical jump and a long jump. Identify and make a link of the athletic event and the equipment used for the different events.</p> <p><b>Investigators</b></p> <p><b>Skills:</b> Participate in a competitive (either against themselves or others) track or field event. Demonstrate key technical points and show accuracy in throws, using two feet to gain height and distance when jumping.</p> <p><b>Knowledge:</b> Offer positive feedback and areas of improvements for peers and demonstrate good sportsmanship. Explain the change in breathing and heart rate during periods of rest and when completing athletic activities. Identify key coaching points for athletic activities.</p>
<p><b>Swimming</b></p> <p><b>Standalone unit of work</b></p>	<p><b>Water confidence</b></p>	<p><b>Pre-swimming skills</b></p> <p>- Enter the pool using the steps with adult support</p>	<p><b>Duckling 1</b></p> <p>By completing this Award you should be able to:</p>

<b>(Year 1)</b>	<ul style="list-style-type: none"> <li>- Children will begin to show awareness of the equipment required to enter the water</li> <li>- Show an awareness of the importance of being safe on pool side</li> <li>- Follow instructions to maintain safety</li> <li>- Follow hydro plans where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- Retain safety information around the water and recall how to move around the pool safely</li> <li>- Demonstrate increasing independence</li> <li>- Follow hydro plans</li> <li>- Begin to explore objects in the water such as buckets, watering can, floating and sinking toys.</li> </ul>	<ul style="list-style-type: none"> <li>- Make a supervised safe entry with adult support if required.</li> <li>- Float on back with adult support behind the head without floatation equipment.</li> <li>- Blow bubbles at the water surface.</li> <li>- Wet the head without submersion.</li> <li>- Kick 5 metres on back with adult support.</li> <li>- Travel without adult support for 2 metres to a floating object.</li> <li>- Enter the pool, rotate and return to the side with adult support.</li> <li>- Exit the water safely with minimal adult support.</li> </ul>
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KS1	Autumn	Spring	Summer
	<b>Net and wall games</b>	<b>Dance and Gymnastics (Year 2)</b>	<b>Athletics (Year 2)</b>
	<u>Explorers</u> <i>Skills:</i> Hold a racket and balance a ball on the strings. Perform basic movement patterns demonstrating balance, control and co-ordination. Send a ball to another person and	<u>Explorers</u> <i>Skills:</i> Copy and repeat one movement in gymnastics or dance, begin to move on cue, follow a pattern of movements, patiently await turn. Perform the movement (to 1	<u>Explorers</u> <i>Skills:</i> Attempt to Jump for height and distance, throw with some accuracy towards a target and follow safety instructions. Run for pleasure showing

use the racket to stop the ball. Share a ball with a peer or in a group (with or without adult support), have an awareness of different equipment.

**Knowledge:** Know that you use a racket and a ball to play a net/wall game. Communicate some information about net/wall games.

**Enquirer**

**Skills:** Hand feeding, send and receive a ball against a wall or to another person. Show some control in rolling, bouncing, throwing and catching a variety of balls. Demonstrate some control with hand and eye co-ordination using a racket and a ball. Explore a variety of activities E.G. Balance a tennis ball on a racket, move, walk, jog, bend down whilst balancing a ball on a racket. Bouncing a tennis ball using a racket at the ground or in the air.

**Knowledge:** Identify between rackets and bats. Know how to hold a racket. Explain what will happen when a ball is hit against a wall in comparison to into a space. Understand that the player needs to watch the ball.

**Investigator**

**Skills:** Select the appropriate equipment for the net/wall game. Attempt to perform basic shots in semi competitive situations within conditioned games/activities (either with self

other, a small group or whole class) to an audience.

**Knowledge:** Identify when the music and dance starts and finishes. Follow instructions, and state one thing they liked when watching someone else's performance.

**Enquiry**

**Skills:** Increased confidence when combining two or more movements together successfully in gymnastics or dance. Attempt a performance (to 1 other, a small group or whole class) showing some control, balance and co-ordination and to remember the dance routine.

**Knowledge:** Confidently describe my movements and offer feedback to others.

**Investigator**

**Skills:** Share a warm up with others. Master and demonstrate movement patterns combining three or more movements lining them together successfully in a gymnastics sequence or dance routine, performing (to 1 other, a group or whole class) to an audience. Demonstrate increased confidence in performance demonstrating balance, co-ordination and flexibility.

**Knowledge:** Confidently demonstrate clear understanding of warm ups and cool down

some control, balance and co-ordination. Participate in a semi-competitive event.

**Knowledge:** Identify through observation two different ways to jump. State what body parts are being used to perform the jumping skill and throwing events/activities.

**Enquiry**

**Skills:** Participate demonstrating good balance and control in a semi and competitive track or field event/activity. Demonstrate accuracy in their throw aiming at a target and increased improvement in height and distance when using two feet to jump.

**Knowledge:** Give feedback and areas of improvements for peers, demonstrate good sportsmanship.

**Investigator**

**Skills:** Demonstrated increased control and accuracy in track and field events, through technique. Improved performance due to the use of technique demonstrating strength, core, stability, flexibility, balance and co-ordination.

**Knowledge:** Identify the techniques needed to perform the track and field events. Seek out correct equipment to successfully participate in a race or

	<p>or others) demonstrating some accuracy and control.</p> <p><b>Knowledge:</b> Know how to set up a net correctly for the relevant net/wall game . Know the difference between a tennis and badminton racket and identify which is used for which sport. Can name the shots used in a net/wall game. Confidently and correctly identify some rules of a net/wall game.</p>	<p>for exercise. Listen to a piece of music and can identify and count in beats of 4. Observe a performance and feedback the strengths of the group’s performance.</p>	<p>competition. Know what it is to be a good sport.</p>
<p><b>Swim ming Stand alone unit of work</b></p>	<p><b>Water confidence and Pre-swimming skills</b></p>	<p><b>Duckling 1</b></p>	<p><b>Duckling 2</b></p>
	<p><u>Water confidence</u></p> <ul style="list-style-type: none"> <li>- Children will begin to show awareness of the equipment required to enter the water</li> <li>- Show an awareness of the importance of being safe on pool side</li> <li>- Follow instructions to maintain safety</li> <li>- Follow hydro plans where appropriate</li> </ul> <p><u>Pre-swimming skills</u></p> <ul style="list-style-type: none"> <li>- Enter the pool using the steps with adult support</li> <li>- Retain safety information around the water and recall how to move around the pool safely</li> <li>- Demonstrate increasing independence</li> <li>- Follow hydro plans</li> </ul> <p>Begin to explore objects in the water such as buckets, watering can, floating and sinking toys.</p>	<p>By completing this Award you should be able to:</p> <ul style="list-style-type: none"> <li>- Make a supervised safe entry with adult support if required.</li> <li>- Float on back with adult support behind the head without floatation equipment.</li> <li>- Blow bubbles at the water surface.</li> <li>- Wet the head without submersion.</li> <li>- Kick 5 metres on back with adult support.</li> <li>- Travel without adult support for 2 metres to a floating object.</li> <li>- Enter the pool, rotate and return to the side with adult support.</li> <li>- Exit the water safely with minimal adult support.</li> </ul>	<p>By completing this Award you should be able to:</p> <ul style="list-style-type: none"> <li>- Make a sitting entry with adult support if required.</li> <li>- Rotate 180 degrees either using a log roll or an upright position, using floatation equipment and without adult support.</li> <li>- Submerge the face with confidence and without force under adult supervision.</li> <li>- Blow an object for a distance of 2 metres.</li> <li>- Travel 3 metres using arms and/or legs without adult support.</li> <li>- Move 5 metres along the rail or wall without adult support.</li> <li>- Enter the pool, rotate and return to the side with minimal adult support.</li> <li>- Exit the water safely with minimal adult support.</li> </ul>

### Long Term Plan for KS2

Year 1 2023-2024	Autumn	Spring	Summer
<b>Games</b>	Dance (year 1)	Invasion games Field and striking (Year 1)	Gymnastics- Summer 1 Athletics- Summer 2
	<p><b><u>Explorers</u></b></p> <p><b>Skills:</b> Confidently watch a dance from a country from around the world and explore how this dance differs, observe staff and peers moving to the music for a sustained period of time, participate in a known dance such as party dance.</p> <p><b>Knowledge:</b> Develop an awareness that different countries have different music and express themselves in alternative ways, tolerate staff engagement to explore a combination of movements, participate or observe peers dancing and know that when the music stops I should stop moving.</p> <p><b><u>Enquiry</u></b></p> <p><b>Skills:</b> Master and demonstrate basic movement patterns combining two or more movements together successfully in a gymnastics sequence or dance routine.</p>	<p><b><u>Explorers</u></b></p> <p><b>Skills:</b> Show an awareness of the correct balls and equipment game, develop an understanding of how to hold the stick, count the correct number of people of the pitch, use the stick to demonstrate how to move the ball across the pitch.</p> <p><b>Knowledge:</b> When shown a set of two sticks such as a cricket bat and a hockey stick children should be able to successfully select the correct equipment, using two hands successful demonstrate where both hands should be placed, move the ball successfully around the pitch either through cones or just along the floor.</p> <p><b><u>Enquiry</u></b></p> <p><b>Skills:</b> Demonstrate the movements required to move the ball between themselves and a team mate, develop an</p>	<p><b><u>Explorers:</u></b></p> <p><b>Skills:</b> In an isolated situation demonstrate an ability to run, jump, throw or catch, show an increasing awareness of how to combine the movements together, participate in a stretch sessions and demonstrate an awareness of the importance of warming up and cooling down.</p> <p><b>Knowledge:</b> understand that we can't always win but we need to work as a team and celebrate others successes, identify when to use two hands to catch and one hand to throw, begin to explore how to move their bodies when running or jumping.</p> <p><b><u>Enquiry</u></b></p> <p><b>Skills:</b> Demonstrated increased control and accuracy in track and field events,</p>

	<p>Demonstrate increasing confidence with balance and co-ordination. Follow a warm up and cool down, listen to music and move independently.</p> <p><b>Knowledge:</b> Confidently describe my movements and offer feedback to others and discuss the importance of a warm up and cool down.</p> <p><b>Investigators</b></p> <p><b>Skills:</b> work collaboratively to master and demonstrate a combination of dance moves, master and demonstrate a dance from around the world and discuss the country of origin, successfully perform in front of an audience and receive feedback.</p> <p><b>Knowledge:</b> confidently describe both my movements and my groups movements and how these work together to create one piece of gymnastics or dance, share a warm up or cool down with peers, discuss how dance and movement differs around the world (cultural capital)</p>	<p>awareness of either a striking or defence role on the pitch, participate in a non-competitive game to demonstrate emerging skills needed for a competitive game.</p> <p><b>Knowledge:</b> Show an awareness of how to get themselves into a pair and then independently pass a ball with control back and forth, participate in a group non-competitive game to demonstrate some skills they've gained, explore where a striker or defensive player would position themselves on the pitch and what there role is.</p> <p><b>Investigators</b></p> <p><b>Skills:</b> Confidently work in a group to organise a collaborative warm up activity, participate in a basic attacking or defensive play, play in a competitive game situation, show an awareness of the role of the umpire.</p> <p><b>Knowledge:</b> explain one rule of the game and demonstrate when it would be broken and why the umpire would step in, explain the role of the umpire, demonstrate a confident awareness of the attacking or defensive role on the pitch, explore the rules of the keeper in a game of hockey.</p>	<p>through technique. Improved performance due to the use of technique demonstrating strength, core, stability, flexibility, balance and co-ordination.</p> <p><b>Knowledge:</b> Identify the techniques needed to perform the track and field events. Seek out correct equipment to successfully participate in a race or competition. Know what it is to be a good sport.</p> <p><b>Investigator</b></p> <p><b>Skills:</b> Participate in a competitive track or field event, demonstrate how to keep track on a winning team when participating in an individua event, explore paralympic events in track and field and create a poster to explain these to others around the school.</p> <p><b>Knowledge:</b> Understand how paralympic events differ from track and field events in the Olympics, Demonstrate awareness of good sportsmanship and how this correlates between track and field events. Practice skills such as throwing, catching, jumping and running to be successful in track and field events.</p>
<p><b>Swimming</b></p>	<p>Water confidence</p> <ul style="list-style-type: none"> <li>- follow hydro plans</li> </ul>	<p>Developing a broader range of aquatic skills</p> <p><b>Explorers</b></p> <ul style="list-style-type: none"> <li>- follow hydro plans</li> </ul>	<p>Combing aquatic skills to perform more complex actions and sequences</p> <p><b>Explorers</b></p> <ul style="list-style-type: none"> <li>- follow hydro plans</li> </ul>

- identify some equipment they will need to access the swimming pool
- demonstrate an emerging awareness of safety measures which should be taken when moving around the pool
- begin to show some elements of independence when getting ready for swimming such as organising clothes.

- enter the pool either aided or unaided by an adult safely
- identify safety equipment
- show an enjoyment in the water and have an emerging understanding of personal safety
- Demonstrate an emerging awareness of independence when accessing the swimming pool.

### **Enquiry**

Duckling 3

By completing this Award you should be able to:

1. Make a supervised jump to an adult with or without support.
2. Float on the front or back without adult support.
3. Push off on the front or back in a streamlined shape from a supporting adult.
4. Blow bubbles with the mouth and nose underwater.
5. Travel 5 metres on the front to the side of the pool without adult support.
6. Kick 5 metres on the front holding a float (the adult may hold the other end of the float).
7. Enter the pool, rotate and return to the side without adult support.
8. Climb out of the water with adult support if required.

### **Investigators**

- Swim competently, confidently and proficiently over a distance of 25 meters unaided

- enter the pool either aided or unaided by an adult safely
- identify safety equipment
- show an enjoyment in the water and have an emerging understanding of personal safety
- Demonstrate an emerging awareness of independence when accessing the swimming pool.

### **Enquiry**

Duckling 4

By completing this Award you should be able to:

1. Jump into the water unaided, but supervised.
2. Perform a mushroom or star float.
3. Rotate 360 degrees either using a log roll or an upright position.
4. Push and glide achieving a streamlined position on the front or back.
5. Submerge completely.
6. Travel 10 metres on the front or back, without adult support.
7. Jump into the water, turn around, swim back to the point of entry and hold on to the side or rail.
8. Climb out of the water with adult support if required.

### **Investigators**

- Choose, use and adapt skills for a range of swimming tasks
- Swim for a prolonged period of time eg five minutes maintain good techniques across a range of strokes

		<ul style="list-style-type: none"> <li>- Explore a variety of strokes and how these can be used on top and underneath the water</li> <li>- Perform a combination of strokes, swimming actions and skills</li> <li>- Retrieve an object from the pool floor</li> <li>- Show controlled use of aquatic breathing</li> <li>- Have an emerging awareness of personal survival skills including HELP and huddle positions</li> </ul>	<ul style="list-style-type: none"> <li>- Pace distance swims correctly to maintain consistent swimming</li> <li>- Discuss the dangers posed by water and discuss how to act in different emergency situations</li> <li>- Work in groups or pairs to combine skills learnt to compose a synchronised swimming sequence</li> </ul>
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Year 2 2024-2025	Autumn	Spring	Summer
<b>Games</b>	Invasion games/ field and striking <u>Explorers</u>  <b>Skills:</b> Demonstrate the movements required to move the ball between themselves and a team mate, develop an awareness of either a striking or defence role on the pitch, participate in a non-competitive game to demonstrate emerging skills needed for a competitive game.  <b>Knowledge:</b> Show an awareness of how to get themselves into a pair and then independently pass a ball with control back and forth, participate in a group non-competitive game to demonstrate some skills they've gained, explore where a striker or defensive player would position themselves on the pitch and what their role is.  <u>Enquiry</u>	Gymnastics and Dance <u>Explorers</u>  <b>Skills:</b> Increased confidence when combining two or more movements together successfully in gymnastics or dance. Attempt a performance (to 1 other, a small group or whole class) showing some control, balance and co-ordination and to remember the dance routine.  <b>Knowledge:</b> Confidently describe my movements and offer feedback to others.  <u>Enquiry</u>  <b>Skills:</b> Share a warm up with others. Master and demonstrate movement patterns combining three or more movements lining them together successfully in a gymnastics sequence or dance routine, performing (to 1 other, a group or whole class) to an audience. Demonstrate increased	Net and wall games <u>Explorers</u>  <b>Skills:</b> Hand feeding, send and receive a ball against a wall or to another person. Show some control in rolling, bouncing, throwing and catching a variety of balls. Demonstrate some control with hand and eye co-ordination using a racket and a ball. Explore a variety of activities E.G. Balance a tennis ball on a racket, move, walk, jog, bend down whilst balancing a ball on a racket. Bouncing a tennis ball using a racket at the ground or in the air.  <b>Knowledge:</b> Identify between rackets and bats. Know how to hold a racket. Explain what will happen when a ball is hit against a wall in comparison to into a space. Understand that the player needs to watch the ball.

**Skills:** Confidently work in a group to organise a collaborative warm up activity, participate in a basic attacking or defensive play, play in a competitive game situation, show an awareness of the role of the umpire.

**Knowledge:** explain one rule of the game and demonstrate when it would be broken and why the umpire would step in, explain the role of the umpire, demonstrate a confident awareness of the attacking or defensive role on the pitch, explore the rules of the keeper in a game of hockey.

#### Investigators

**Skills:** recall rules taught in previous year to maintain safety and awareness of the flow of the game, play in a competitive situation and confidently move around the pitch marking and finding space, explore a push pass, forehand control, long pass and a variety of dribbling techniques.

**Knowledge:** discuss rules and understand the importance of an umpire and why they would step in, understand and explain one pass and why this would be used in a competitive game situation, explain how to find a space and why we would mark and when.

confidence in performance demonstrating balance, co-ordination and flexibility.

**Knowledge:** Confidently demonstrate clear understanding of warm ups and cool down for exercise. Listen to a piece of music and can identify and count in beats of 4. Observe a performance and feedback the strengths of the group's performance.

#### Investigators

**Skills:** Combine a pattern of movements in sequence to successfully perform a gymnastic sequence or dance routine, performing this to a group or whole place with an audience to practice, explore how different cultures move and listen to music to identify and count beats.

**Knowledge:** teach a warm up or cool down to a small group and explain the importance of this when exercising, Count the beat and identify the rhythm of a piece of music from around the world, offer feedback to another group using the sandwich method to identify an area of improvements, act on feedback and improve on the combination of movements.

#### Enquiry

**Skills:** Send and receive a ball to another person, control a variety of balls when rolling, bouncing, throwing and catching. Successfully control a ball using a bat and demonstrate good hand eye-coordination when sending and receiving a ball.

**Knowledge:** Have an emerging awareness of collaborative working, understand the principle hand-eye coordination skills required to successfully throw, catch, roll or bounce a ball, apply these skills in a non-competitive situation.

#### Investigator

**Skills:** Work in collaboration to send and receive a ball and demonstrate increasing levels of control using a bat, understand the key principles of a game of tennis and apply these to keep score and maintain safety, observe professionals in a game situation and apply knowledge to discuss why they were successful.

**Knowledge:** Develop an emerging understanding of the umpire and how they keep score in a professional competitive situation, apply ball control skills in a semi-competitive situation,

			begin to teach others how they can be successful when sending and receiving a ball.
<b>Swimming</b>	Water confidence	Duckling 4 and AAA award	Duckling award and AAA award
	<ul style="list-style-type: none"> <li>- follow hydro plans</li> <li>- identify some equipment they will need to access the swimming pool</li> <li>- demonstrate an emerging awareness of safety measures which should be taken when moving around the pool</li> <li>- begin to show some elements of independence when getting ready for swimming such as organising clothes.</li> </ul>	<p><b><u>Explorers</u></b></p> <ul style="list-style-type: none"> <li>- follow hydro plans</li> <li>- enter the pool either aided or unaided by an adult safely</li> <li>- identify safety equipment</li> <li>- show an enjoyment in the water and have an emerging understanding of personal safety</li> <li>- Demonstrate an emerging awareness of independence when accessing the swimming pool.</li> </ul> <p><b><u>Enquiry</u></b> Duckling 3 By completing this Award you should be able to:</p> <ol style="list-style-type: none"> <li>1. Make a supervised jump to an adult with or without support.</li> <li>2. Float on the front or back without adult support.</li> <li>3. Push off on the front or back in a streamlined shape from a supporting adult.</li> <li>4. Blow bubbles with the mouth and nose underwater.</li> <li>5. Travel 5 metres on the front to the side of the pool without adult support.</li> </ol>	<p><b><u>Explorers</u></b></p> <ul style="list-style-type: none"> <li>- follow hydro plans</li> <li>- enter the pool either aided or unaided by an adult safely</li> <li>- identify safety equipment</li> <li>- show an enjoyment in the water and have an emerging understanding of personal safety</li> <li>- Demonstrate an emerging awareness of independence when accessing the swimming pool.</li> </ul> <p><b><u>Enquiry</u></b> Duckling 4 By completing this Award you should be able to:</p> <ol style="list-style-type: none"> <li>1. Jump into the water unaided, but supervised.</li> <li>2. Perform a mushroom or star float.</li> <li>3. Rotate 360 degrees either using a log roll or an upright position.</li> <li>4. Push and glide achieving a streamlined position on the front or back.</li> <li>5. Submerge completely.</li> <li>6. Travel 10 metres on the front or back, without adult support.</li> </ol>

		<ol style="list-style-type: none"> <li>6. Kick 5 metres on the front holding a float (the adult may hold the other end of the float).</li> <li>7. Enter the pool, rotate and return to the side without adult support.</li> <li>8. Climb out of the water with adult support if required.</li> </ol> <p><b><u>Investigator- Working together, communication and competing</u></b></p> <ul style="list-style-type: none"> <li>- Participate full in a competitive game and activity</li> <li>- Develop a strong team mentality</li> <li>- Discuss strategies for defending and attacking</li> <li>- Develop a set of rules</li> <li>- Develop a points system</li> <li>- Take part in a game of water polo, relays or another competitive sport while in the water</li> </ul>	<ol style="list-style-type: none"> <li>7. Jump into the water, turn around, swim back to the point of entry and hold on to the side or rail.</li> <li>8. Climb out of the water with adult support if required.</li> </ol> <p><b><u>Investigators- evaluating strengths and weakness</u></b></p> <ul style="list-style-type: none"> <li>- Identify strengths and weakness of own performance</li> <li>- Suggest areas of improvement</li> <li>- Use a range of vocab specific to swimming</li> <li>- Understand the importance of repetition and drills</li> <li>- Discuss what makes a good swimming stroke</li> <li>- Work in pairs and small groups to observe and describe the swimming actions of others</li> </ul>
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Year 1 2023-2024	Autumn	Spring	Summer
<p><b>Games</b></p> <p><b>Year 7: Travel</b></p> <p><b>Year 8: Balance</b></p> <p><b>Year 9: flight</b></p>	<p>Gymnastics</p> <p><b><u>Explorers</u></b></p> <p><b>Skills:</b> Explore a variety of ways to travel across the floor either independently or supported by an adult.</p> <p><b>Knowledge:</b> Share ideas in their own way of how they will successfully travel.</p> <p><b><u>Enquiry</u></b></p> <p><b>Skills:</b> show an awareness of direction and accept adult input to support a change of direction, complete a supported travel across line or equipment at varying paces.</p> <p><b>Knowledge:</b> have an awareness of performance skills and demonstrate one area which can lead to a successful performance. Understand a boundary which they will work in and demonstrate.</p> <p><b><u>Investigators:</u></b></p> <p><b>Skills:</b> Understanding how you can travel under, over and across equipment. How can we use different parts of our body with different levels and direction across a mat. Demonstrate skills to start and finish a performance.</p> <p><b>Knowledge:</b> Discuss and demonstrate two ways in which they can travel, explain</p>	<p>Net and Wall</p> <p><b><u>Explorers</u></b></p> <p><b>Skills:</b> Select the appropriate equipment for the net/wall game. Attempt to perform basic shots in semi competitive situations within conditioned games/activities (either with self or others) demonstrating some accuracy and control.</p> <p><b>Knowledge:</b> Know how to set up a net correctly for the relevant net/wall game . Know the difference between a tennis and badminton racket and identify which is used for which sport. Can name the shots used in a net/wall game. Confidently and correctly identify some rules of a net/wall game.</p> <p><b><u>Enquiry</u></b></p> <p><b>Skills:</b> Hand-eye coordination to control a ball against a racket. Demonstrate successfully the appropriate set up for a semi-competitive situations. Work together with another to pass and return a tennis ball.</p> <p><b>Knowledge:</b> Demonstrate how to hold a racket and understanding how to hand feed, successfully receive and controlled return. Demonstrate how we celebrate another’s successes.</p> <p><b><u>Investigators</u></b></p>	<p>Athletics</p> <p><b><u>Explorers</u></b></p> <p><b>Skills:</b> Demonstrated increased control and accuracy in track and field events, through technique. Improved performance due to the use of technique demonstrating strength, core, stability, flexibility, balance and co-ordination.</p> <p><b>Knowledge:</b> Identify the techniques needed to perform the track and field events. Seek out correct equipment to successfully participate in a race or competition. Know what it is to be a good sport.</p> <p><b><u>Enquiry</u></b></p> <p><b>Skills:</b> Participate in a competitive track or field event, demonstrate how to keep track on a winning team when participating in an individual event, explore paralympic events in track and field and create a poster to explain these to others around the school.</p> <p><b>Knowledge:</b> Understand how paralympic events differ from track and field events in the Olympics, Demonstrate awareness of good sportsmanship and how this correlates between track and field events. Practice skills such as throwing, catching,</p>

	<p>performance skills and demonstrate these confidently. Cohesively linking two movements together to create a sequence.</p>	<p><b>Skills:</b> Control a ball from a hand feed, Send and return a ball successfully between in a pair in a competitive situation, begin to understand the role of an umpire to maintain a score.</p> <p><b>Knowledge:</b> confidently know rules and be able to keep score, confidently work in a pair or group to set up a semi-competitive situation, Understand the importance of celebrating one another's successes.</p>	<p>jumping and running to be successful in track and field events.</p> <p><b>Investigator</b></p> <p><b>Skills:</b> Demonstrate how you would hold a variety of equipment. Demonstrate the correct body composition to participate in a throwing event, Explore how the body changes when participating in a short and long distance running event. Compete with self or in a group to beat a personal best.</p> <p><b>Knowledge:</b> Recall skills to successfully participate in a track or field event. Explain how the body moves depending on a throw or jump event, Explain the importance of stamina for participation in a running event. Explain one area of the body which changes when participating in sport.</p>
<p><b>Swimming</b></p>	<p>Aquatic Skills award 5</p> <p><b>Explorers</b></p> <ul style="list-style-type: none"> <li>- Confidently get personal kit ready for swimming</li> <li>- Demonstrate the importance of personal safety entering and exiting the water</li> <li>- Follow hydro plan</li> <li>- Develop independence when practising self-care prior and post swimming sessions</li> <li>- Demonstrate levels of enjoyment in the water</li> <li>- Develop increasing level of confidence while in the water</li> </ul> <p><b>Enquiry- ASA 4</b></p>	<p>Aquatic skills award 6</p> <p><b>Explorers</b></p> <ul style="list-style-type: none"> <li>- Confidently get personal kit ready for swimming</li> <li>- Demonstrate the importance of personal safety entering and exiting the water</li> <li>- Follow hydro plan</li> <li>- Develop independence when practising self-care prior and post swimming sessions</li> <li>- Demonstrate levels of enjoyment in the water</li> <li>- Develop increasing level of confidence while in the water</li> </ul> <p><b>Enquiry- ASA 5</b></p>	<p>Self-rescue award</p> <p><b>Explorers</b></p> <ul style="list-style-type: none"> <li>- Confidently get personal kit ready for swimming</li> <li>- Demonstrate the importance of personal safety entering and exiting the water</li> <li>- Follow hydro plan</li> <li>- Develop independence when practising self-care prior and post swimming sessions</li> <li>- Demonstrate levels of enjoyment in the water</li> <li>- Develop increasing level of confidence while in the water</li> </ul> <p><b>Enquiry- ASA 6</b></p>

	<ol style="list-style-type: none"> <li>1. Enter the water safely</li> <li>2. Perform a tuck float for 5 seconds</li> <li>3. Perform a sequence of changing shapes whilst floating at the surface</li> <li>4. Push and glide on the front with arms extended and log rolls onto the back</li> <li>5. Push and glide on the back with arms extended and log roll onto the front</li> <li>6. Travel on the front, tuck to rotate around the horizontal axis to return on the back</li> <li>7. Travel 10 meters in the front and 10 meters on the back</li> <li>8. Demonstrate an action for getting help</li> <li>9. Exit the water safely without the use of steps</li> </ol> <p><b><u>Investigators- ASA 5</u></b></p> <ol style="list-style-type: none"> <li>1. Enter the water safely</li> <li>2. Kick 10 meters backstroke</li> <li>3. Kick 10 meters front crawl</li> <li>4. Kick 10 meters butterfly or breaststroke</li> <li>5. Travel on back and roll in one continuous movement</li> <li>6. Travel on front and roll in one continuous movement</li> <li>7. Swim 10 meters in a stroke of their choice</li> <li>8. Person a shout and signal rescue</li> <li>9. Exit water safely</li> </ol>	<ol style="list-style-type: none"> <li>1. Enter the water safely</li> <li>2. Kick 10 meters backstroke</li> <li>3. Kick 10 meters front crawl</li> <li>4. Kick 10 meters butterfly or breaststroke</li> <li>5. Travel on back and roll in one continuous movement</li> <li>6. Travel on front and roll in one continuous movement</li> <li>7. Swim 10 meters in a stroke of their choice</li> <li>8. Person a shout and signal rescue</li> <li>9. Exit water safely</li> </ol> <p><b><u>Investigators- ASA 6</u></b></p> <ol style="list-style-type: none"> <li>1. Perform 3 different jumps into deep water</li> <li>2. Performa horizontal stationary scull on back</li> <li>3. Perform a head first sculling action for 5 meters</li> <li>4. Perform a feet first sculling action on back</li> <li>5. Perform a sculling sequence with partner for30-45 seconds</li> <li>6. Tread water for 30 seconds</li> <li>7. Perform a handstand and hold for a minimum of 3 seconds</li> <li>8. Perform a forward somersault, tucked in the water</li> <li>9. Swim 10 meters in clothes</li> <li>10. Exit deep water without using steps</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform 3 different jumps into deep water</li> <li>2. Performa horizontal stationary scull on back</li> <li>3. Perform a head first sculling action for 5 meters</li> <li>4. Perform a feet first sculling action on back</li> <li>5. Perform a sculling sequence with partner for30-45 seconds</li> <li>6. Tread water for 30 seconds</li> <li>7. Perform a handstand and hold for a minimum of 3 seconds</li> <li>8. Perform a forward somersault, tucked in the water</li> <li>9. Swim 10 meters in clothes</li> <li>10. Exit deep water without using steps</li> </ol> <p><b><u>Investigators- Self rescue award</u></b></p> <ol style="list-style-type: none"> <li>1. Enter the water safely</li> <li>2. Tread water for 20 seconds</li> <li>3. Float or scull waving one arm and shouting for help</li> <li>4. Swim 25 meters to a floating object</li> <li>5. Demonstrate the HELP position</li> <li>6. Swim 10 meters</li> <li>7. In groups demonstrate the HUDDLE position</li> <li>8. Swim using a long front paddle to the side</li> <li>9. Exit the pool from at least full reach depth without using steps</li> <li>10. Discuss as a group when the above skills might be used to self-rescue in different situations.</li> </ol>
	<b><u>Unit 1 Establishing Leaderships Skills</u></b>	<b><u>Unit 2- Plan and assist in leading and reviewing</u></b>	<b><u>Application of skills</u></b>

<p><b>Sports Leader Awards</b> Investigator Pathway</p>	<p>Learning Outcome 1 – Know the skills and behaviours needed to lead others</p> <p>Learning Outcome 2 – Know how leadership skills and behaviours can be used in a range of situations</p> <p>Learning Outcome 3 – Be able to develop own leadership skills</p> <p>Learning Outcome 4 – Understand the roles and responsibilities of a Sports Leader</p>	<p>Learning Outcome 1 – Be able to plan appropriate sport/physical activities</p> <p>Learning Outcome 2 – Be able to assist in leading appropriate sport/physical activities</p> <p>Learning Outcome 3 – Be able to review their role in the leading of sport/physical activities</p>	<p>Support across the Key Stages to apply leaderships skills for Sports Day.</p>
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Year 2 2024-2025	Autumn	Spring	Summer
	<p>Dance</p> <p><b><u>Explorers</u></b></p> <p><b>Skills:</b> Share a warm up with others. Master and demonstrate movement patterns combing three or more movements lining them together successfully in a gymnastics sequence or dance routine, performing (to 1 other, a group or whole class) to an audience. Demonstrate increased confidence in performance demonstrating balance, co-ordination and flexibility.</p> <p><b>Knowledge:</b> Confidently demonstrate clear understanding of warm ups and cool down for exercise. Listen to a piece of music and can identify and count in beats of 4. Observe a performance and feedback the strengths of the group’s performance.</p> <p><b><u>Enquiry</u></b></p>	<p>Athletics</p> <p><b><u>Explorers</u></b></p> <p><b>Skills:</b> Participate in a competitive track or field event, demonstrate how to keep track on a winning team when participating in an individua event, explore paralympic events in track and field and create a poster to explain these to others around the school.</p> <p><b>Knowledge:</b> Understand how paralympic events differ from track and field events in the Olympics, Demonstrate awareness of good sportsmanship and how this correlates between track and field events. Practice skills such as throwing, catching, jumping and running to be successful in track and field events.</p> <p><b><u>Enquiry</u></b></p>	<p>Outdoor adventurous activities</p> <p><b><u>Explorers</u></b></p> <p><b>Skills:</b> Demonstrate one rule within the highway code and how these look after the great outdoors, explore maps and demonstrate the importance of using maps when exploring outdoors.</p> <p><b>Knowledge:</b> Explore the equipment needed for staying safe outdoors, explore the outdoors and identify plants within nature, explore maps and how they can support access outdoors.</p> <p><b><u>Enquiry</u></b></p> <p><b>Skills:</b> Begin to understand and demonstrate how to follow the highway code, follow instructions while accessing adventurous activities, work together as a team to solve a problem.</p>

**Skills:** Combine a pattern of movements in sequence to successfully perform a dance routine, performing this to a group or whole place with an audience to practice, explore how different cultures move and listen to music to identify and count beats.

**Knowledge:** teach a warm up or cool down to a small group and explain the importance of this when exercising, Count the beat and identify the rhythm of a piece of music from around the world, offer feedback to another group using the sandwich method to identify an area of improvements, act on feedback and improve on the combination of movements.

#### Investigators

**Skills:** Recall a warm up and cool down and teach these to a small group, count the beat in a piece of music from around the world and then plan a sequence of movements which correlate with the music. Demonstrate known dances and teach these to younger students.

**Knowledge:** teach a warm up and cool down to a small group and explain the importance of this when exercising, Count the beat and identify the rhythm of a piece of music from around the world, offer feedback to another group using the sandwich method to identify an area of improvements, act on feedback and improve on the combination of movements.

**Skills:** Demonstrate how you would hold a variety of equipment. Demonstrate the correct body composition to participate in a throwing event, Explore how the body changes when participating in a short and long distance running event. Compete with self or in a group to beat a personal best.

**Knowledge:** Recall skills to successfully participate in a track or field event. Explain how the body moves depending on a throw or jump event, Explain the importance of stamina for participation in a running event. Explain one area of the body which changes when participating in sport.

#### Investigators

**Skills:** Demonstrate the skills needed to participate in a throwing or jump event, keep scores over a period of time and work towards honing skills to beat a personal target, compete in a group and celebrate others successes.

**Knowledge:** Recall and hone skills to successfully participate in a throwing or jumping event, Share skills with peers which lead to a successful track event, explain how the body changes during participate in sport, explain why its important to celebrate everyone's successes.

**Knowledge:** Demonstrate retention of the highway code and discuss how this impacts society, demonstrate an understanding of the importance of following two key word instructions, discuss the best skills for working together as a team.

#### Investigators

**Skills:** Work individually and as a team to solve a problem which has both physical and intellectual challenges,

**Knowledge:** create and share the highway code with peers, express what skills are required during a problem solving situation, express the importance of the correct equipment when out in adverse weather conditions and demonstrate how to stay safe in one weather condition.

<p><b>Swimming</b></p>	<p><b><u>Explorers</u></b></p> <ul style="list-style-type: none"> <li>- Confidently get personal kit ready for swimming</li> <li>- Demonstrate the importance of personal safety entering and exiting the water</li> <li>- Follow hydro plan</li> <li>- Develop independence when practising self-care prior and post swimming sessions</li> <li>- Demonstrate levels of enjoyment in the water</li> <li>- Develop increasing level of confidence while in the water</li> </ul> <p><b><u>Enquiry – ASA 5</u></b></p> <ol style="list-style-type: none"> <li>1. Enter the water safely</li> <li>2. Kick 10 meters backstroke</li> <li>3. Kick 10 meters front crawl</li> <li>4. Kick 10 meters butterfly or breaststroke</li> <li>5. Travel on back and roll in one continuous movement</li> <li>6. Travel on front and roll in one continuous movement</li> <li>7. Swim 10 meters in a stroke of their choice</li> <li>8. Person a shout and signal rescue</li> <li>9. Exit water safely</li> </ol> <p><b><u>Investigators</u></b></p> <ul style="list-style-type: none"> <li>- Access the community to apply their swimming skills alongside independence skills</li> </ul>	<p><b><u>Explorers</u></b></p> <ul style="list-style-type: none"> <li>- Confidently get personal kit ready for swimming</li> <li>- Demonstrate the importance of personal safety entering and exiting the water</li> <li>- Follow hydro plan</li> <li>- Develop independence when practising self-care prior and post swimming sessions</li> <li>- Demonstrate levels of enjoyment in the water</li> <li>- Develop increasing level of confidence while in the water</li> </ul> <p><b><u>Enquiry- ASA 6</u></b></p> <ol style="list-style-type: none"> <li>1. Perform 3 different jumps into deep water</li> <li>2. Perform a horizontal stationary scull on back</li> <li>3. Perform a head first sculling action for 5 meters</li> <li>4. Perform a feet first sculling action on back</li> <li>5. Perform a sculling sequence with partner for 30-45 seconds</li> <li>6. Tread water for 30 seconds</li> <li>7. Perform a handstand and hold for a minimum of 3 seconds</li> <li>8. Perform a forward somersault, tucked in the water</li> <li>9. Swim 10 meters in clothes</li> <li>10. Exit deep water without using steps</li> </ol> <p><b><u>Investigators</u></b></p> <p>Access the community to apply their swimming skills alongside independence skills</p>	<p><b><u>Explorers</u></b></p> <ul style="list-style-type: none"> <li>- Confidently get personal kit ready for swimming</li> <li>- Demonstrate the importance of personal safety entering and exiting the water</li> <li>- Follow hydro plan</li> <li>- Develop independence when practising self-care prior and post swimming sessions</li> <li>- Demonstrate levels of enjoyment in the water</li> <li>- Develop increasing level of confidence while in the water</li> </ul> <p><b><u>Enquiry- Self rescue award</u></b></p> <ol style="list-style-type: none"> <li>1. Enter the water safely</li> <li>2. Tread water for 20 seconds</li> <li>3. Float or scull waving one arm and shouting for help</li> <li>4. Swim 25 meters to a floating object</li> <li>5. Demonstrate the HELP position</li> <li>6. Swim 10 meters</li> <li>7. In groups demonstrate the HUDDLE position</li> <li>8. Swim using a long front paddle to the side</li> <li>9. Exit the pool from at least full reach depth without using steps</li> <li>10. Discuss as a group when the above skills might be used to self-rescue in different situations.</li> </ol> <p><b><u>Investigators</u></b></p> <p>Access the community to apply their swimming skills alongside independence skills</p>
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<b>Sports Leaders</b>	Level 2 Qualification in Community Sports Leadership	Level 2 Qualification in Community Sports Leadership	Level 2 Qualification in Community Sports Leadership
	<p>Unit 1 – Building leadership skills</p> <p>Learning Outcome 1 – Understand the skills and behaviours needed for effective leadership</p> <p>Learning Outcome 2 – Understand the importance of leadership skills and behaviours in a range of situations</p> <p>Learning Outcome 3 – Be able to manage the development of own leadership skills</p> <p>Learning Outcome 4 – Be able to take on the roles and responsibilities of a Sports Leader</p>	<p>Unit 2 – Plan, lead and evaluate sport/physical activity sessions</p> <p>Learning Outcome 1 – Be able to plan structured, inclusive and safe sport/physical activity sessions</p> <p>Learning Outcome 2 – Be able to lead structured, inclusive and safe sport/physical activity sessions</p> <p>Learning Outcome 3 – Be able to evaluate sport/physical activity sessions</p> <p>Unit 3 – Assist in planning and leading a sports/physical activity event</p> <p>Learning Outcome 1 – Understand the different types of sports/physical activity event</p> <p>Learning Outcome 2 – Be able to assist in planning a sports/physical activity event</p> <p>Learning Outcome 3 – Be able to assist in leading a sports/physical activity event</p> <p>Learning Outcome 4 – Be able to evaluate a sports/physical activity event</p>	<p>Unit 4 – Lead sport/physical activity sessions in your community</p> <p>Learning Outcome 1 – Be able to lead sport/physical activity sessions in your community</p>



Ongoing	Autumn	Spring	Summer
	<p data-bbox="293 188 539 220">Recreational sport</p> <ul data-bbox="344 272 887 699" style="list-style-type: none"> <li data-bbox="344 272 887 339">• Explore a variety of recreational sports</li> <li data-bbox="344 352 887 419">• Look at accessing sport and exercise in the community</li> <li data-bbox="344 432 887 539">• Demonstrate a level of independence when getting ready to participate in a recreational sport</li> <li data-bbox="344 552 887 619">• Watch teams play sports and have a discussion about how they're playing</li> <li data-bbox="344 632 887 699">• Explore fitness as a team and share these with another group of students.</li> </ul>	<p data-bbox="918 188 1178 220">Competitive Games</p> <ul data-bbox="969 272 1480 659" style="list-style-type: none"> <li data-bbox="969 272 1480 339">• Participate in a warm up and cool down</li> <li data-bbox="969 352 1480 459">• Split themselves into teams and collect equipment for a competitive game</li> <li data-bbox="969 472 1480 504">• Demonstrate good sportsmanship</li> <li data-bbox="969 517 1480 619">• Explore a variety of competitive games both watching and participating</li> <li data-bbox="969 632 1480 659">• Play a variety of competitive games</li> </ul>	<p data-bbox="1520 188 2011 255">Understanding Healthy Lifestyles and Fitness</p> <ul data-bbox="1572 272 2069 738" style="list-style-type: none"> <li data-bbox="1572 272 2069 339">• Explain the importance of maintaining a healthy lifestyle</li> <li data-bbox="1572 352 2069 419">• Talk about the importance of exercise and mental health</li> <li data-bbox="1572 432 2069 464">• Talk about what a good diet is</li> <li data-bbox="1572 477 2069 544">• Plan, shop for and cook a healthy and balanced meal</li> <li data-bbox="1572 557 2069 624">• Demonstrate a variety of skills to keep fit</li> <li data-bbox="1572 636 2069 738">• Demonstrate how they can embed sport and fitness into a healthy lifestyle.</li> </ul>

