

P.E. 2026-2027



Intent, Implementation and Impact

Expectations

EYFS	KS1	KS2
Personal, Social and Emotional Development Children safely use and explore a variety of: • Self-regulation • Managing self • Building relationships Physical Development Children use their: • Gross Motor Skills. Developing healthy bodies and social and emotional well-being • Fine Motor Skills. Help hand-eye co-ordination linked to early literacy Building core strength and co-ordination helps children to communicate, learn language and read and write.	Pupils should be taught to: • develop fundamental movement skills • become increasingly competent and confident • access a broad range of opportunities to extend their agility, balance and coordination, individually and with others • engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns	Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] • 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

		• swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.
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Intent	Wharton Primary School believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at our school, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. We provide the opportunity for progression across the full breadth of the P.E. National Curriculum for KS1 and KS2 for both indoor and outdoor P.E. This is clearly identified on progression maps and lessons are planned to match these. In KS1, our focus is to develop the fundamental skills that will be built upon in KS2 when they are applied in specific sports.
Implementation	PE at Wharton Primary School provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and outdoor & adventure. The long-term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. Pupils participate in high-quality PE lessons each week, covering different sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Lunch time sports are available each day and children can attend after school sport clubs. Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. Each year a small group of Year 6 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports Day and any other sporting activities. Children participate in workshops (Like Skills) covering a variety of sports throughout the year. For example, archery, outdoor and adventure, again providing the children with an opportunity to develop, improve their fitness and to try something new. Children in Year 4 swim once a week for 10 weeks during the Autumn and Spring Term. We repeat the 10-week course later in school for any children that are still unable to swim. We also compete in our weekly 'Mile Competition' to help meet the government target of all children being increasingly active each day. Our overarching aim is for teachers to have the knowledge and skills to feel confident in teaching this lesson, regardless of their expertise. Formative assessment is used to help monitor the impact of the curriculum. Challenge and support is offered, with adaptation made where appropriate.
Impact	We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the

necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE. Their fitness and wellbeing at the heart of everything we implement. Each unit is mapped against progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the curriculum through engaging and age-appropriate content. Learning will be memorable, links will be made and attainment and progress is measured using our assessment spreadsheets. Whole-school and parental engagement will be improved through the use of assemblies and specific home learning tasks. At the end of each unit, children are assessed on their current skills and knowledge which informs future planning of activities.

Context

PE is a national curriculum subject that is compulsory at key stages 1 and 2. It has its roots in physical development in Reception, where it is one of the prime areas of development. PE, sport and physical activity are not synonymous; PE draws on a range of disciplines, including physiology, psychology and sociology and extra-curricular provision and sport that occur within school can (and should) complement and enrich the PE curriculum for all.

In this way, there is a symbiotic relationship between timetabled lessons and extracurricular participation. The Association for PE, in its 2015 report, recommended allocating two hours per week to PE but research in 2018 found that a significant amount of the two-hour PE slot was lost to getting changed and setting up. We aim to combat that through changing prior to the lesson. Decisions that pupils make about physical activity can be affected by how much family support they have, the economic status of their family and the perceptions they have built, based on socialisation into play and sport from an early age. This is a long-standing issue within our community and purchase of school mini-buses and links with the sporting community has helped improve this. Some groups of pupils, including those from ethnic minority backgrounds and those with special educational needs and/or disabilities (SEND), report lower levels of physical activity; ASCs are targeted. Timetabled PE lessons may be the only opportunity that some pupils have to learn the knowledge they need to make informed decisions about their own participation in physical activity.

Pillars of Progression in P.E.

In order to meet the breadth and ambition of the national curriculum, school has identified how we intend for pupils to make progress in the subject. National reports identify three pillars of progression in physical education, which provide a basis for navigating the national curriculum aims, and these are ideas we have adopted.

Motor competence

This can be described as a person's ability to execute a variety of motor actions, including the coordination of fine and gross motor skills. These are necessary to participate in activities in everyday life, including play and physical activity. Pupils should develop secure foundations for movement and to do this, they need to develop fundamental movement skills (FMS) in the early years. These are basic, learned motor patterns that do not occur naturally, and include: locomotor skills, e.g. running and jumping; stability skills, e.g. twisting and balancing; and manipulation skills, e.g. throwing and catching.

FMS are best developed between 3 and 8 years old; therefore, careful progression through reception and primary school is vitally important. Research studies have shown differences in the competencies between boys and girls, both in primary school and beyond. Therefore, timetabled lessons must provide all pupils with the high-quality, appropriate instruction and planned activities required to develop their FMS. Proficiency in FMS provides the building blocks for pupils to confidently and competently explore a greater range of movement; pupils without a strong foundation of FMS are likely to struggle with more specialised movements.

Rules, strategies and tactics

Pupils need to be explicitly taught the knowledge that informs and successfully directs their movement, e.g. knowledge of rules, strategies and tactics. Tactics during a game can be considered as decisions about how to move, when to move and where to move. Tactical learning cannot easily be separated from motor competence, since a tactic is only successful if the participant can execute the movements involved. Strategies and tactics should be taught within different contexts.

Healthy participation

PE plays an integral part in pupils leading healthy, active lives; it plays a vital role in connecting important ideas about health to physical activity. It ensures that pupils explicitly learn the ways in which to prepare for safe and effective participation in different activities, or for different fitness demands. Disconnected facts and ideas can make it difficult for pupils to make important informed decisions about their own healthy participation.

Types of Knowledge

Declarative knowledge

This is factual knowledge concerning movement, rules, tactics, strategies, health and participation. This knowledge is not a list of disconnected facts; it is explicitly linked to the content being taught. Declarative knowledge can be communicated through verbal or written means. Pupils could, for example, demonstrate their declarative knowledge through question-and-answer sections of a lesson, or spoken or written observations of a practical demonstration.

Procedural knowledge

This can be viewed as knowing how to apply declarative facts and might include applying the tactics to a practice situation or modified game. This knowledge is best put into practice through physical demonstration or participation.

Curriculum

All pupils should follow a curriculum that is similar in breadth and ambition to the national curriculum. Teachers and leaders should recognise that learning takes time, ensuring that pupils have opportunities to revisit and develop their knowledge within a context before moving on to a new sport or physical activity. The curriculum sequence competently supports pupils to connect the steps in the PE curriculum. Progression occurs through selecting different activities that require pupils to recall prior knowledge, seek similarities and contrast the different contexts. Leaders who plan the curriculum understand the importance of the sport or physical activity taught. Physical activities and sports are selected based on capacity to develop pupils' competence within PE, using the three pillars to help identify key concepts to teach and build pupils' understanding incrementally. The PE curriculum meets the needs of all pupils. All pupils feel included and able to succeed within the subject. The extra-curricular offer is available for all pupils. It provides opportunities to build, develop and refine knowledge and, in this way, benefits from a symbiotic relationship with the curriculum subject PE.

Belief, Demonstration and Feedback

It is important that pupils do not see their attainment as fixed. Feedback that pupils receive within lessons should enable them to develop their competency and empower them to feel that they can improve. Modelling and demonstrations can provide pupils with clear visuals of motor patterns, in order for them to imitate and to compare with their own actions, allowing them to practise, receive feedback and improve. Practice should be sequential; they should be structured, from simple to complex, giving pupils sufficient time to practise precisely and with increasing independence. Not all practice is effective; teachers need to carefully monitor practice, making timely adjustments to practice situations that provide additional support or challenge where required.

Time Spent Being Physically Active in P.E.

The Association for PE recommends that pupils, whatever their age, actively move for 50% to 80% of the available learning time; however, research shows that, on average, this is currently 40%. Some activities lend themselves to higher levels of physical activity, such as fitness, invasion games and track athletics. Other activities can be more physically active if practices are set up effectively and there is less time spent on transitioning between activities or waiting to participate. At Wharton, we want that when pupils are spending short periods not being physically active, they should be benefiting from an activity that supports the intended curriculum goal, for example, giving structured feedback to active participants

Competition

Teachers and leaders should consider the purpose of competition within PE and its relationship within the PE curriculum. Competition, when planned carefully, can be effective to provide challenge, both against opponents or against oneself. It can also provide increased pressure, allowing less time for pupils to process information and to make decisions. When we introduce children to competitive games varies, because if competition is introduced too early, it can be unsafe, lack purpose or contribute to feelings of exclusion, self-efficacy, low esteem or avoidance. Yet, we know, competition can play an important role in introducing fair-play behaviours and sporting etiquette, such as how to win and lose gracefully and showing respect to others.

SEND

Studies show that many PE teachers lack confidence in their knowledge to meet the needs of pupils with SEND, including how to adapt activities to ensure that all pupils participate. Some SEND pupils may require different forms of support than those provided to them in the classroom. These might be curriculum adaptations, changes to pedagogical approaches or modifications to equipment or rules. At Wharton, provision is made for pupils with SEND to be included alongside their peers without the educational integrity being compromised.

Assessment

Teachers should use a variety of assessment types and approaches (including formative assessment), using this information to ensure that pupils know more, do more and remember more. This is not narrowed to only value performance in specific sports or physical activities. Teachers should carefully consider the possible positive, negative, intended and unintended consequences of an assessment task and its outcomes. When assessing children with SEND, teachers may need to adapt their approach ensuring that no ceiling is placed on pupils' learning. It is important that pupils have adequate time between any assessment to learn and practise the specific components and act on advice or guidance given to improve their competence. In KS2, pupils are explicitly taught how to self- and peer-assess, using clear and precise success criteria to give accurate and meaningful interpretations.

Subject Leadership and Whole-School Policies

School leaders have responsibility for the PE curriculum in place at our school. Subject leaders should be given the time required to actively engage in important subject matters, namely curriculum design, monitoring and staff training and support. Teachers of PE should have high levels of subject knowledge and pedagogical knowledge. This includes a detailed knowledge and understanding of the potential impact of motor and coordination difficulties on classroom behaviour and performance.

Those teaching PE and relevant support staff will benefit from subject-specific specialist training. Leaders with a sufficiently developed understanding of the PE curriculum

can support curricular decision-making and ensure that CPD is carefully embedded within the subject. Any external specialist support (including outsourcing) should be well aligned with the curriculum vision of the school, as part of a carefully sequenced curriculum. Teachers should understand and be engaged with what has been taught before and what will be taught after their age group of teaching. They use this knowledge to inform their selection of content, sequencing and ambitious end points for all pupils. Teachers should be highly trained in meeting the needs of all pupils, including pupils with specific SEND within a mainstream setting.

Games		
EYS	KS1	KS2
Early Years Outcomes: - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball - Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. - Negotiate space and obstacles safely, with consideration for myself and others - Demonstrate strength, balance and co-ordination - Move energetically, when running, jumping, dancing, hopping, skipping and climbing	KS2 National Curriculum - Become increasingly confident and competent with movement skills - Access a broad range of opportunities to extend agility, balance and co-ordination (individually and with others) - Master basic movements: running, jumping, throwing and catching - Apply these skills in a range of activities - Participate in team games, developing some simple tactics for attacking and defending	KS2 National Curriculum - Enjoy communicating, collaborating and competing with each other - Use running, jumping, throwing and catching in isolation and in combination - Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders, tennis) - Develop flexibility, strength, technique, control and balance - Compare performances with previous ones and demonstrate improvement to achieve their personal best

Games Progression of Skills

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Health & Fitness	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.

Striking & Hitting	Hit a ball with a bat or racquet	Use hitting skills in a game Practise basic striking, sending and receiving	Strike or hit a ball with increasing control Learn skills for playing striking and fielding games Position the body to strike a ball	Demonstrate successful hitting and striking skills Develop a range of skills in striking (and fielding) Practise the correct batting technique Strike the ball for distance	Use a bat, racquet or stick to hit a ball (or shuttlecock) with accuracy and control Accurately serve underarm Build a rally with a partner Use at least two different shots in a game situation Use hand-eye co-ordination to strike a moving ball	Use different techniques to hit a ball Identify and apply techniques for hitting a tennis ball Explore when different shots are best used Develop a backhand technique and use it in a game Play a tennis game using an overhead serve	Hit a bowled ball over longer distances Use good hand-eye co-ordination to be able to direct a ball when striking or hitting Understand how to serve in order to start a game
Throwing & Catching	Roll equipment in different ways Throw underarm Throw an object at a target Catch equipment using two hands	Throw underarm and overarm Catch and bounce a ball Use rolling skills in a game Practise accurate throwing and consistent catching	Throw different types of equipment in different ways for accuracy and distance Throw, catch and bounce a ball with a partner Use throwing and catching skills in a game Throw a ball for distance Use hand-eye co-ordination to control a ball Vary types of throw used	Throw and catch with greater control and accuracy Practise the correct technique for catching a ball and use it in a game Perform a range of catching and gathering skills with control Catch with increasing control and accuracy Throw a ball in different ways Develop a safe and effective overarm bowl	Develop different ways of throwing and catching	Consolidate different ways of throwing and catching and know when each is appropriate in a game	Throw and catch accurately and successfully under pressure in a game
Travelling with a ball	Move a ball in different ways, including kicking and bouncing Use equipment to control a ball	Travel with a ball in different ways and directions with control and fluency	Bounce and kick a ball whilst moving Use kicking and dribbling skills in a game	Move with a ball in a variety of ways with some control Use two different ways of moving with a ball in a game	Move with a ball using a range of techniques, showing control and fluency	Use a variety of ways to dribble in a game with success Use ball skills in various ways and begin to link together	Show confidence in using ball skills in various ways in a game situation and link these together effectively
Passing a ball	Kick an object at a target	Pass the ball to another player in the game	Know how to pass the ball in different ways	Pass the ball in two different ways in a game situation with	Pass the ball with increasing speed, accuracy and success in	Pass the ball with speed and accuracy using appropriate	Choose and make the best pass in a game situation and link a

		Use kicking skills in a game		some success	a game situation	techniques in a game situation	range of skills together with fluency (e.g. passing and receiving the ball on the move)
Possession	-	-	-	Know how to keep and win back possession of the ball in a team game	Occasionally contribute to helping their team to keep and win back possession of the ball in a team game	Keep and win back possession of the ball effectively in a team game	Keep and win back possession of the ball effectively and in a variety of ways in a team game
Using space	Move safely around the space and the equipment Travel in different ways, including sideways and backwards	Use different ways of travelling in different directions or pathways Run at different speeds Begin to use space in a game	Use different ways of travelling at different speeds and following different pathways, directions or courses Change speed or direction whilst running Begin to choose and use the best space in a game	Find a useful space and get into it to support teammates	Make the best use of space to pass and receive the ball	Demonstrate an increasing awareness of space	Demonstrate a good awareness of space
Attacking & defending	Play a range of chasing games	Begin to use the terms 'attacking' and 'defending' Use simple defensive skills such as marking a player or defending a space Use simple attacking skills such as dodging to get past a defender	Begin to use and understand the terms 'attacking' and 'defending' Use at least one technique to attack or defend to play a game successfully	Use simple attacking or defending skills in a game Use fielding skills to stop a ball from travelling past them	Use a range of attacking and defending skills and techniques in a game Use fielding skills as an individual to prevent a player from scoring	Choose the best tactics for attacking and defending Shoot in a game Use fielding skills as a team to prevent the opposition from scoring	Think ahead and create a plan of attack or defence Apply knowledge of skills for attacking and defending Work as a team to develop fielding strategies to prevent the opposition from scoring
Tactics and rules	Follow simple rules	Follow simple rules to play games, including team games Use simple attacking skills such as dodging to get past a defender Use simple defensive skills such as marking a	Understand the importance of rules in games Use at least one technique to attack or defend to play a game successfully	Apply and follow rules fairly Understand and begin to apply the basic principles of invasion games Know how to play a striking and fielding	Vary the tactics used in a game Apply rules to alter games	Know when to pass and when to dribble in a game Devise and adapt rules to create their own game	Follow and create complicated rules to play a game successfully Communicate plans to others during a game Lead others during a game

		player or defending a space		game fairly			
Compete/Perform	Control my body when performing a sequence of movements Participate in simple games	Perform using a range of actions and body parts with some co-ordination Begin to perform learned skills with some control Engage in competitive activities and team games	Perform sequences of their own composition with co-ordination Perform learned skills with increasing control Compete against self and others	Develop the quality of the actions within their performances Perform learned skills and techniques with control and confidence Compete against self and others in a controlled manner	Perform and apply skills and techniques with control and accuracy Take part in a range of competitive games and activities	Consistently perform and apply skills and techniques with accuracy and control Take part in competitive games with a growing understanding of tactics and composition	Perform and apply a variety of skills and techniques confidently, consistently and with precision Take part in competitive games with a strong understanding of tactics and composition
Evaluate	Talk about what they have done Talk about what others have done	Watch and describe performances Begin to say how they could improve	Watch and describe performances and use what they see to improve their own performance Talk about the differences between their work and that of others	Watch, describe and evaluate the effectiveness of a performance Describe how their performance has improved over time	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements Modify their use of skills or techniques to achieve a better result	Choose and use criteria to evaluate own and others' performances Explain why they have used particular skills or techniques and the effect they have had on their performance	Thoroughly evaluate their own and others' work suggesting thoughtful and appropriate improvements

Gymnastics		
EYS	KS1	KS2
EYS Outcomes •Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing •Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group •Combine different movements with ease and fluency •Negotiate space and obstacles safely with consideration for themselves and others •Demonstrate strength, balance and co-ordination when playing •Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	KS1 National Curriculum •Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, beginning to apply these in a range of activities.	KS2 National Curriculum •Develop flexibility, strength, technique, control and balance •Compare performances with previous ones •Demonstrate improvements to achieve personal bests

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Health & Fitness	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Acquiring / Developing Skills	Create a short sequence of movements Roll in different ways with control Travel in different ways Stretch in different ways Jump in a range of ways, from one space to another, with control Begin to balance with control Move around, under, over and through different objects and equipment	Create and perform in a movement sequence Copy actions and movement sequences with a beginning, middle and an end Link two actions to make a sequence Recognise and copy contrasting actions (small/tall, narrow/wide) Travel in different ways, changing direction and speed Hold still shapes and simple balances Carry out simple stretches	Copy, explore and remember actions and movements to create their own sequence Link actions to make a sequence Travel in a variety of ways, including rolling Hold a still shape whilst balancing on different points of the body Jump in a variety of ways and land with increasing control and balance Climb onto and jump off equipment safely Move with increasing control and care	Choose ideas to compose a movement sequence independently and with others Link combinations of actions with increasing confidence, including changes of direction, speed or level Develop the quality of their actions, shapes and balances Use turns whilst travelling in a variety of ways Use a range of jumps in their sequence Begin to use equipment to vault	Create a sequence of actions that fit a theme Use an increasing range of actions, directions and levels in their sequence Move with clarity, fluency and expression Show changes of direction, speed and levels during a performance Travel in different ways, including using flight Improve placements and alignment of body parts in balances Use equipment to vault in a variety of ways	Select ideas to compose specific sequences of movements, shapes and balances Adapt their sequences to fit new criteria or suggestions Perform jumps, shapes or balances fluently and with control Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance Confidently use equipment to vault in a variety of ways	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching Demonstrate precise and controlled placement of body parts in their actions, shapes and balances Confidently use equipment to vault and incorporate this into sequences Apply skills and techniques consistently, showing precision and control

		Carry out a range of simple jumps, landing safely Move around, under, over and through different objects and equipment with increasing speed Begin to move with control and care		Create interesting body shapes while holding balances with control and confidence Begin to show flexibility in movements	Carry out balances, recognising the position of their centre of gravity and how this affects balance Begin to develop good technique when travelling, balancing and using equipment Develop strength, technique and flexibility throughout performances	Apply skills and techniques consistently Develop strength, technique and flexibility through performances Combine equipment with movement to create sequences	Develop strength, technique and flexibility throughout performances
Rolls	Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll	Log roll (controlled) Curled side roll (controlled) Teddy bear roll (controlled)	Log roll (controlled) Curled side roll (controlled) Teddy bear roll (controlled) Rocking forward roll Crouched forward roll	Crouched forward roll Forward roll from standing Tucked backward roll	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll
Jumps	Straight Jump Tuck Jump Jumping Jack Half turn jump	Straight Jump Tuck Jump Jumping Jack Half turn jump Cat spring	Straight Jump Tuck Jump Jumping Jack Half turn jump Cat spring to straddle	Straight Jump Tuck Jump Jumping Jack Star jump Straddle jump Pike jump	Straight Jump Tuck Jump Jumping Jack Star jump Straddle jump Pike jump	Straight Jump Tuck Jump Jumping Jack Star jump Straddle jump Pike jump	Straight Jump Tuck Jump Jumping Jack Star jump Straddle jump Pike jump

[illegible]

Linking Actions	hop	hop Hopscotch Skipping Gallop	hop Hopscotch Skipping Gallop Straight jump half-turn	hop Hopscotch Skipping Chassis steps Straight jump half-turn Cat leap	hop Hopscotch Skipping Chassis steps Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Pivot	hop Hopscotch Skipping Chassis steps Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Pivot	hop Hopscotch Skipping Chassis steps Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Pivot
	Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Large body part balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4 point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4 point balances Balances on apparatus Part-body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4 point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support
Compete / Performance	Control my body when performing a sequence of movements Participate in simple games	Perform using a range of actions and body parts with some co-ordination Begin to perform learned skills with some control	Perform sequences of their own composition with co-ordination Perform learned skills with increasing control Compete against self and others	Develop the quality of the actions within their performances Perform learned skills and techniques with control and confidence Compete against self	Perform and apply skills and techniques with control and accuracy Take part in a range of competitive games and activities	Consistently perform and apply skills and techniques with accuracy and control Take part in competitive games with a growing understanding of	Perform and apply a variety of skills and techniques confidently, consistently and with precision Take part in competitive games with a strong

		Engage in competitive activities and team games		and others in a controlled manner		tactics and composition	understanding of tactics and composition
Evaluate	Talk about what they have done Talk about what others have done	Watch and describe performances Begin to say how they could improve	Watch and describe performances and use what they see to improve their own performance Talk about the differences between their work and that of others	Watch, describe and evaluate the effectiveness of a performance Describe how their performance has improved over time	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements Modify their use of skills or techniques to achieve a better result	Choose and use criteria to evaluate own and others' performances Explain why they have used particular skills or techniques and the effect they have had on their performance	Thoroughly evaluate their own and others' work suggesting thoughtful and appropriate improvements

Athletics		
EYS	KS1	KS2
Early Years Outcomes • Negotiate space and obstacles safely, with consideration of themselves and others • Move energetically, such as running, jumping, hopping, skipping and climbing • Revise and refine the fundamental movement skills they have already acquired, such as crawling, hopping, walking, skipping, jumping and climbing • Develop overall body strength, balance, co-ordination and agility • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	KS2 National Curriculum • Master basic movements, including running, jumping, throwing and catching, as well as develop 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 • Engage in competitive (including against themselves) and co-operative physical activities within a range of increasingly challenging situations	KS2 National Curriculum • Continue to apply and develop a broader range of skills, learning how to use them in different ways. • Link these to make actions and sequences of movement • Communicate, collaborate and compete with each other • Understand how to improve in different physical activities and sports • Learn how to evaluate and recognise their own success • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate (e.g., badminton, basketball, cricket, football, hockey, netball, rounders and tennis) • Develop flexibility, strength, technique, control and balance • Compare performance with previous ones and demonstrate improvement to achieve personal bests

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Health & Fitness	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Running	Run in different ways for a variety of purposes	Vary their pace and speed when running Run with a basic technique over different distances Show good posture and balance Jog in a straight line Change direction when jogging Sprint in a straight line Change direction when sprinting Maintain control as they change direction when jogging or sprinting	Describe running at different paces Use a variety of different stride lengths Travel at different speeds Begin to select the most suitable pace and speed for the distance Complete an obstacle course Vary the speed and direction in which they are travelling Run with basic techniques following a curved line Be able to maintain and control a run over different distances	Identify and demonstrate how different techniques can affect their performance Focus on their arm and leg action to improve their sprinting technique Begin to combine running with jumping over hurdles Focus on trail leg and lead leg action when running over hurdles Understand the importance of adjusting running pace to suit the distance being run	Confidently demonstrate an improved technique for sprinting Carry out an effective sprint finish Perform a relay, focusing on the baton changeover technique Speed up and slow down smoothly	Accelerate from a variety of starting positions and select their preferred position Identify their reaction times when performing a sprint start Continue to practise and refine their technique for sprinting, focussing on an effective sprint start Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run Identify and demonstrate stamina, explaining its importance for runners	Recap, practise and refine an effective sprinting technique, including reaction time Build up speed quickly for a sprint finish Run over hurdles with fluency on the lead leg technique and a consistent stride pattern Accelerate to pass other competitors Work as a team to competitively perform a relay Confidently and independently select the most appropriate pace for different distances and different parts of the run Demonstrate

							endurance and stamina over long distances in order to maintain a sustained run
Jumping	Jump in a range of ways, landing safely	Perform different types of jumps (two feet to two feet, two feet to one foot, one foot to opposite) Perform a short jumping sequence Jump as high as possible Jump as far as possible Land safely, with control Work with a partner to develop control	Perform and compare different types of jumps Combine different jumps together with some fluency and control Jump for distance from a standing position with accuracy and control Investigate the best jumps to cover different distances Choose the most appropriate jumps to cover different distances Know that leg muscles are used when performing a jumping action	Use one and two feet to take off and land Develop an effective take-off for the standing long jump Develop an effective flight phase for the standing long jump Land safely and with control	Learn how to combine a hop, step and a jump to perform the standing triple jump Land safely and with control Begin to measure the distance jumped	Improve techniques for jumping distance Perform an effective standing long jump Perform the standing triple jump with increased confidence Develop an effective technique for the standing vertical jump including take off and flight Land safely and with control Measure the distance / height jumped with accuracy Investigate different jumping techniques	Develop the technique for the standing vertical jump Maintain control at each of the different stages of the triple jump Land safely and with control Develop and improve their techniques for jumping for height and distance and support others in improving their performance Perform and apply different types of jumps in other contexts Set up and lead jumping activities including measuring the jumps with confidence and accuracy
Throwing	Roll equipment in different ways Throw underarm Throw an object at a target	Throw underarm and overarm Throw a ball towards a target with increasing accuracy Improve the distance they can throw through increasing power	Throw different types of equipment in different ways, for accuracy and distance Throw, with accuracy, at targets of different heights Investigate ways to alter their throwing technique to achieve greater distance	Throw with greater control and accuracy Show increasing control in their overarm throw Perform a push throw (shot put) Continue to develop techniques to throw for increased distance	Perform a pull throw (javelin) Measure the distance of their throws Continue to develop techniques to throw for increased distance	Perform a fling throw (discus) Throw a variety of implements using a range of throwing techniques Measure and record the distance of their throws Continue to develop	Perform a heave throw (throw in) Measure and record the distance of their throws Continue to develop techniques to throw for increased distance and support others in improving their personal best

						techniques to throw for increased distance	Develop and refine techniques to throw for accuracy
Compete / Performance	Control my body when performing a sequence of movements	Perform using a range of actions and body parts with some co-ordination	Perform sequences of their own composition with co-ordination	Develop the quality of the actions within their performances	Perform and apply skills and techniques with control and accuracy	Consistently perform and apply skills and techniques with accuracy and control	Perform and apply a variety of skills and techniques confidently, consistently and with precision
	Participate in simple games	Begin to perform learned skills with some control	Perform learned skills with increasing control	Perform learned skills and techniques with control and confidence	Take part in a range of competitive games and activities	Take part in competitive games with a growing understanding of tactics and composition	Take part in competitive games with a strong understanding of tactics and composition
Evaluate	Talk about what they have done	Watch and describe performances	Watch and describe performances and use what they see to improve their own performance	Watch, describe and evaluate the effectiveness of a performance	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements	Choose and use criteria to evaluate own and others' performances	Thoroughly evaluate their own and others' work suggesting thoughtful and appropriate improvements
	Talk about what others have done	Begin to say how they could improve	Talk about the differences between their work and that of others	Describe how their performance has improved over time	Modify their use of skills or techniques to achieve a better result	Explain why they have used particular skills or techniques and the effect they have had on their performance	

Dance		
EYS	KS1	KS2
Early Years Outcomes •Listen attentively, move to and talk about music, expressing their feelings and responses •Watch and talk about dance and performance art, expressing their feelings and responses •Explore and engage in music making and dance, performing solo or in groups •Progress towards a more fluent style of movements with ease and fluency •Develop overall body strength, balance, co-ordination and agility	KS2 National Curriculum •Perform dance using simple movement patterns	KS2 National Curriculum •Develop flexibility, strength, technique, control and balance •Perform dance using a range of movement patterns •Compare their performances with previous ones and demonstrate improvement to achieve their personal bests

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Health & Fitness	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Dance Skills	Join a range of different movements together Change the speed of their actions Change the style of their movements Create a short movement phrase which demonstrates their own ideas	Copy and repeat actions Put a sequence of actions together to create a motif Vary the speed of their actions Use simple choreographic devices, such as unison, canon and mirroring Begin to improve independently to create a simple dance	Copy, remember and repeat actions Create a short motif inspired by a stimulus Change the speed and level of their actions Use simple choreographic devices such as unison, canon and mirroring Use different transitions within a dance motif Move in time to music Improve the timing of their actions	Begin to improvise with a partner to create a simple dance Create motifs from different stimuli Begin to compare and adapt movements and motifs to create a larger sequence Use simple dance vocabulary to compare and improve their work Perform with some awareness of rhythm and expression	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 Compose longer dance sequences in a small group Demonstrate precision and some control in response to stimuli Begin to vary dynamics and develop actions and motifs in response to stimuli Demonstrate rhythm and spatial awareness	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 Show a change of pace and timing in their movements Develop an awareness of their use of space Demonstrate imagination and creativity in the movement they devise in response to stimuli Use transitions to link motifs smoothly Improvise with confidence, still demonstrating fluency	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 Demonstrate strong, controlled movements throughout a dance sequence Combine flexibility, technique and movements to create a fluent sequence

					Change parts of a dance as a result of self-evaluation Use simple dance vocabulary to compare and improve their work	across the sequence Ensure that actions fit the rhythm of the music Modify parts of a sequence as a result of self/peer evaluation Use more complex dance vocabulary to compare and improve work	Move appropriately and with the required style in relation to the stimulus (use various levels, ways of travelling, different motifs) Show a change of pace and timings within movements Move rhythmically and accurately within dance sequences Improvise with confidence, still demonstrating fluency across their sequence Dance with fluency and control, linking all movements and ensuring that transitions flow Demonstrate consistent precision when performing dance sequences Modify some elements of a sequence as a result of self/peer evaluation Use complex dance vocabulary to compare and improve work
Compete / Performance	Control my body when performing a sequence of movements Participate in simple games	Perform using a range of actions and body parts with some co-ordination Begin to perform	Perform sequences of their own composition with co-ordination Perform learned skills with increasing control	Develop the quality of the actions within their performances Perform learned skills and techniques with	Perform and apply skills and techniques with control and accuracy Take part in a range of competitive games and	Consistently perform and apply skills and techniques with accuracy and control Take part in	Perform and apply a variety of skills and techniques confidently, consistently and with precision

		learned skills with some control Engage in competitive activities and team games	Compete against self and others	control and confidence Compete against self and others in a controlled manner	activities	competitive games with a growing understanding of tactics and composition	Take part in competitive games with a strong understanding of tactics and composition
Evaluate	Talk about what they have done Talk about what others have done	Watch and describe performances Begin to say how they could improve	Watch and describe performances and use what they see to improve their own performance Talk about the differences between their work and that of others	Watch, describe and evaluate the effectiveness of a performance Describe how their performance has improved over time	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements Modify their use of skills or techniques to achieve a better result	Choose and use criteria to evaluate own and others' performances Explain why they have used particular skills or techniques and the effect they have had on their performance	Thoroughly evaluate their own and others' work suggesting thoughtful and appropriate improvements

Outdoor Adventurous Activities (OAA)

KS2 Aims

- 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 bests

	Y3	Y4	Y5	Y6
Health & Fitness	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Trails	Orientate themselves with increasing confidence and accuracy around a short trail	Orientate themselves with accuracy around a short trail Create a short trail for others, with a physical challenge involved	Start to orientate themselves with increasing confidence and accuracy around an orienteering course Design an orienteering course that can	Orientate themselves with confidence and accuracy around an orienteering course when under pressure Design an orienteering course that is

		Start to recognise features of an orienteering course	be followed and offers some challenge to others Begin to use navigation equipment to orientate around a trail	clear to follow and offers challenge for others Use navigation equipment (maps, compasses) to improve the trail
Problem Solving	Identify and use effective communication to begin to work as a team Identify symbols used on a key	Communicate clearly with other people in a team, and other teams Have experience of a range of roles, within a team and begin to identify the key skills required to succeed at each Associate the meaning of a key in the context of the environment	Use clear communication to effectively complete a particular role within a team Complete orienteering activities both as part of a team and independently Identify a key on a map and begin to use the information within activities	Use clear communication to effectively complete a particular role within a team Compete in orienteering activities both as part of a team and independently Use a range of map styles and make an informed decision on the most effective
Preparation & Organisation	Begin to choose equipment that is appropriate for the activity	Try a range of equipment for creating and completing an activity Make an informed decision on the best equipment to use for an activity Plan and organise a trail that others can follow	Choose the best equipment for an outdoor activity Create an outdoor activity that challenges others Create a simple plan of an activity for others to follow Identify the quickest route to accurately navigate an orienteering course	Choose the best equipment for an outdoor activity Prepare an orienteering course for others to follow Identify the quickest route to accurately navigate an orienteering course Manage an orienteering event for others to compete in
Communication	Communicate with others	Communicate clearly with others Work as a part of a team Begin to use a map to complete an orienteering course	Communicate clearly and effectively with others Work effectively as part of a team Successfully use a map to complete an orienteering course Begin to use a compass or navigation	Communicate clearly and effectively with others when under pressure Work effectively as part of a team, demonstrating leadership skills when necessary Successfully use a map to complete an orienteering course Begin to use a compass or navigation Organise an event for others

Compete / Performance	Develop the quality of the actions within their performances	Perform and apply skills and techniques with control and accuracy	Consistently perform and apply skills and techniques with accuracy and control	Perform and apply a variety of skills and techniques confidently, consistently and with precision
	Perform learned skills and techniques with control and confidence	Take part in a range of competitive games and activities	Take part in competitive games with a growing understanding of tactics and composition	Take part in competitive games with a strong understanding of tactics and composition
Evaluate	Compete against self and others in a controlled manner			
	Watch, describe and evaluate the effectiveness of a performance	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements	Choose and use criteria to evaluate own and others' performances	Thoroughly evaluate their own and others' work suggesting thoughtful and appropriate improvements
	Describe how their performance has improved over time	Modify their use of skills or techniques to achieve a better result	Explain why they have used particular skills or techniques and the effect they have had on their performance	

Long-Term Overview

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 1
Reception	Gymnastics	Invasion Games	Dance – Animal Adventures	Net & Wall Games	Striking & Fielding Games	Sports Day Skills (Athletics)
Year 1	Best of balls	Dance	Invasion Games	Net & Wall Games	Striking & Fielding Games	Athletics
Year 2	Best of balls	Dance	Invasion Games	Net & Wall Games	Striking & Fielding Games	Athletics
Year 3	OAA	Dance	Invasion Games	Net & Wall Games	Striking & Fielding Games	Athletics
Year 4	OAA	Dance	Invasion Games	Net & Wall Games	Striking & Fielding Games	Athletics
Year 5	OAA	Dance	Invasion Games	Net & Wall Games	Striking & Fielding Games	Athletics

Year 6	OAA	Dance	Invasion Games	Net & Wall Games	Striking & Fielding Games	Athletics
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Swimming

All schools must provide swimming instruction either in key stage 1 or key stage 2.

As outlined in the PE programmes of study, children should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres;
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke);
- perform safe self-rescue in different water-based situations.

Water Safety

Non-Swimmers	Beginner Swimmers	Improving Swimmers	Competent Swimmers (Meeting end of KS2 National Curriculum Requirements)	Proficient Swimmers (Working Beyond the end of KS2 Requirements)
Demonstrates an understanding of pool rules Knows not to run on the poolside. Knows what to do if there is a fire alarm or an emergency.	Knows beach flags Knows the following: - A red flag means do not enter the water. - Red and yellow striped flags show where it is safe to swim. - Black and white checked flags show a surfing area - they should not swim here.	Demonstrates HELP position Knows the Heat Escape Lessening Position (HELP) and that it can help to retain bodyheat in the water: - Bring the knees to the chest and hug them. - Try to grip hands in the opposite armpit. - If wearing a lifejacket, this position can be held until rescued.	Can explain how to be safe in different water environments Knows important water safety information, including the following: - No one should swim alone in any environment. - The sea, rivers and lakes can have currents - they should avoid swimming out of their depth. - If caught in a current, allow it to carry them; fighting a current will exhaust them. If they are in the sea or a lake, they should swim parallel to the shore if they can until the current passes and they can swim to shore. - Only ever swim in locations with lifeguards or qualified water safety practitioners present. - Wear flotation/buoyancy aids, e.g. lifejackets, wherever possible.	Performs a series of floats and rescue positions (HELP and huddle) in clothing Knows that wet clothing creates extra weight and drag on the body, which affects coordination in water and the ability to achieve buoyancy, meaning that there may be more exertion required and the need to take deeper breaths to compensate for the extra drag.
Knows where to find the lifeguard (or relevant first aid trained practitioner) Knows the role that lifeguards play in keeping them safe.	Knows dangers of jumping into water Knows that they should never jump into unknown water; they understand there is risk from underwater objects, the water may be too deep or too shallow (causing injuries and/or drowning). Knows never to jump into the swimming pool unless instructed it is safe to do so.	Jumps into deep water safely Knows movements to do when jumping into water safely: - Stand at edge of pool/water with legs around hip-width apart. - Curl toes over the pool/water edge. - Bend knees and jump forwards into water, keeping legs bent. - Knows to always jump feet first.	Swims 10 metres in clothing Knows that clothing creates more drag and adds extra weight to the body, therefore making swimming more difficult, and knows if they fall into water while wearing shoes, they should try to kick them off as they will add a lot of weight.	Swims a length in clothing Knows that the drag from wet clothing will tire them out more quickly when swimming a distance. Knows that treading water or floating on their back can help them to rest and get their breath back before continuing.
Enters the water safely and knows where the shallow end is Knows how to sit on the side and lower self in safely. Knows to enter using the steps slowly and carefully and at the shallow end of the pool. Knows where the shallow and deeper parts of the pool are.	Knows dangers of cold temperatures and ice Knows that body temperature drops much more quickly in water than on land and that entering cold water can result in cold water shock, which is very dangerous and can cause heart attacks. Knows to never walk on ice or enter water that has ice floating on top.	Knows how to recover from cold temperatures Understands that after exiting cold water, body temperature can continue to drop and that this is called afterdrop. Knows how to help recover from this: - Remove wet clothing and dry excess water from hair and skin. - Dress in layers of warm clothing, focusing on head and core area first. - Get indoors quickly if possible. - Consume warm (not hot) drinks. - Do not rub the skin to warm it or hot water bottles because the body may be too cold to feel any damage or burning.	Is able to take breaks when swimming a longer distance (tread water, float on back) Knows that when swimming a long distance to get to safety, they can take breaks by floating on their back or by treading water to catch their breath, demonstrating this in the pool by pausing their swimming to float or tread water.	Is able to remove shoes while swimming Knows to move slowly and carefully and to be aware of their surroundings while floating on their back and bringing up their knees one at a time to reach their shoes. If shoes are too difficult to undo, knows that maintaining their energy and buoyancy takes priority.

Climbs onto a floating object with support (with instructor holding the float still or helping children to climb up) Knows to use hands and arms to pull themselves up onto a floating object, and to rest on their tummy to maintain stability.	Climbs onto a floating object with no support Knows to use their arms to pull themselves up, and to stay flat and low on the object to maintain stability.	Knows to huddle in a group for warmth Knows that if there is a group in trouble in the water (e.g. from falling off a boat), the group should huddle together to maintain body heat, linking arms and forming a small circle; children and elderly or other people vulnerable to the cold should go in the middle of the huddle.		Understands how to escape from a rip current Knows that a rip is a current flowing out to sea and that it can pull them quickly out into deeper water. Knows what they should try to do in this situation: • Stay calm. • Don't fight the current - it will exhaust them. • Attempt to swim parallel to the shore until they escape the current and swim back to the shore. • Raise their hands and call for help.
Holds onto poolside or pool rail with hands and no flotation Knows to place both hands and feet against the wall to gain a stable position.	Climbs out of the poolside within depth (in water that they can stand in) Knows to use their feet to push themselves off the bottom of the pool and to use their arms to pull themselves out slowly. Knows to be aware of slippery surfaces.	Understands importance of treading water Knows that treading water enables them to float in one place with their head above the water, that this is essential for keeping them safe in water and that they can save energy in this position and breathe easily.		Understands the dangers and safety precautions needed when using floating objects in the water, including stand up paddleboards (SUPs) and inflatables Knows that inflatables are particularly dangerous in open water as they are not designed to be used outside of a pool. They are very light, can be swept out by the wind quickly and easily and should not be used in the sea. Knows that lifejackets should always be worn when using an SUP and that wetsuits should also be worn. Knows that SUPs can be easily swept into deeper water by the wind or currents and they should take precautions against low temperatures and falling into water.
Exits the water safely using steps Knows to wait for their turn and to climb out slowly, using the rail.		Climbs out of the pool when out of depth Knows how to do this, using their hands and arms to gently pull themselves from the water, as well as being aware the poolside may be slippery and to raise themselves out slowly.		

Rules, Strategies and Tactics

Non-Swimmers	Beginner Swimmers	Improving Swimmers	Competent Swimmers (Meeting end of KS2 National Curriculum Requirements)	Proficient Swimmers (Working Beyond the end of KS2 Requirements)
Demonstrates an understanding of correct body position when swimming Knows that the body should be held in a horizontal position, as flat as possible, to float and move well through water.	Understands importance of a streamlined position Knows that not being in a flat, streamlined position creates drag in the water and that this slows them down and makes swimming more difficult.	Understands how fundamental movement skills (FMS) and gross motor skills (GMS) relate to swimming Knows that FMS, such as jumping, running, balancing, kicking, can all benefit swimming ability, e.g. being able to balance can help with buoyancy in the water, being able to kick can help with swimming strokes.	Recognises dry land exercises that can benefit swimming ability and explain why these help Knows that swimming uses many different muscle groups and that all land exercises can help to improve strength and endurance in swimming, with exercises that strengthen legs, chest, core and shoulders being the most beneficial as these muscles are used most often in the various swimming strokes.	Is able to describe an effective warm-up routine for swimming Knows that swimming, like any form of exercise, should include a warm-up and a cool-down routine, and that effective warm-up routines target the movements that will be used in swimming, e.g. kicking legs, rotation of the shoulders, wrists and ankles, swinging legs from the hip. Knows that cooling down could be some slow paced swimming to help the muscles to relax and to slow the breathing.
Demonstrates an understanding of what helps them move forward in the water Knows that pulling water towards them will help them to move forwards, and pushing water away from them will help them to move backwards.	Understands importance of finding buoyancy Knows that being able to float is an important skill for being safe in the water. Understands that finding buoyancy means they can float in the water without any part of them sinking.	Understands what sculling is and how it propels a person in the water Knows that sculling is a continual back and forth movement with the hands and forearms that creates propulsion and understands propulsion as a force that moves a person forward in the water. Knows that sculling involves using the correct hand shape and movements in water to push and pull against it in the most efficient way.	Understands the importance of being able to swim long distances Knows that improving endurance and being able to swim longer distances means that they are more likely to be able to swim to safety if they fall into water or get into trouble in the water.	Understands why drilling legs and arms separately can help to improve overall stroke performance Knows that drills which focus on one side or one arm/leg used in a stroke can help to discover any irregularities between the two sides (e.g. kicking one leg out wider than the other during breaststroke frog legs). Drills can also help to strengthen both sides of the body, as often one arm or leg is more dominant than the other.
	Understands how breathing and strokes are linked Knows that they must be in a good position in order to breathe and to be able to swim, and that this position is different depending on the different strokes.	Demonstrates understanding of what rhythmic breathing is and how it relates to efficient swimming Knows that rhythmic breathing involves being able to inhale and exhale continuously while moving through the water and enables them to keep swimming without running out of breath.	Understands how to train for endurance Knows that endurance can be improved by gradually increasing the distance they are able to swim, as well as doing sprints (e.g. swimming a length as fast as they can, resting for 30 seconds and then repeating this).	Is able to evaluate stroke performance in others and provide constructive feedback Knows the correct body position, movements and breathing technique required in front crawl, breaststroke and backstroke. Is able to demonstrate this knowledge by evaluating peers in their swimming by providing useful feedback.

Motor Competence – Stroke Development

Non-Swimmers	Beginner Swimmers	Improving Swimmers	Competent Swimmers (Meeting end of KS2 National Curriculum Requirements)	Proficient Swimmers (Working Beyond the end of KS2 Requirements)
Scoops water with hands Knows that as part of learning front crawl, they should keep fingers together, that hands should have a slightly rounded position, and to pull the water towards them in a scooping motion.	Can travel 10 metres on the front with kicking legs and flotation Knows that the legs must be straight and kicking from the hip, that the hips and core should be high in the water and not sink down, and the head is up for breathing.	Can travel 10 metres on the front with no flotation Knows how to cover a distance of 10 metres without stopping by kicking the legs and scooping the arms simultaneously and continuously.	Completes front crawl with rhythmic breathing for 10 metres Understands what rhythmic breathing is and how to coordinate this with front crawl: • Give a long exhale in the water with face facing down and head still. • Breathe in by turning the head to the side and the mouth out of water. • Alternate the sides turned to for each inhale. • A good pattern to follow is: exhale for three arm strokes; inhale on one side; exhale for three arm strokes; inhale on the other side; repeat.	Completes 25 metres of front crawl while demonstrating correct breathing technique Knows to pace themselves appropriately so that they do not run out of breath or become tired quickly. Knows the correct stroke movements of front crawl and how to breathe rhythmically.
Kicks legs with pointed toes Knows that the kick which forms part of front crawl (and also part of backstroke when on their back) involves kicking from the hip with straight legs and slightly pointed toes, and that they should avoid a bicycle pedalling movement.	Can travel 10 metres on the back with kicking legs and flotation Knows that the legs must be straight and kicking from the hip, that the hips and core should be high in the water and not sink down, and the head is all the way back with ears touching the water.	Can travel 10 metres on the back with no flotation Knows how to cover a distance of 10 metres without sinking by kicking the legs and scooping the arms backwards/sculling the hands simultaneously and continuously.	Completes breaststroke with rhythmic breathing for 10 metres Understands what rhythmic breathing is and how to coordinate this with breaststroke: • Inhale as the arms are pulled back and head is lifted out of the water. • Exhale in the water as the arms come back together and the legs kick. • The exhale and inhale should happen with each stroke.	Completes 25 metres of breaststroke while demonstrating correct breathing technique Knows to pace themselves appropriately so that they do not run out of breath or become tired quickly. Knows the correct stroke movements of breaststroke and how to breathe rhythmically.
Scoops arms back over their head Knows that as part of backstroke, the fingers should be together and arms close to the head, brushing the ears as the arms go past the head.	Uses kicking and sculling hands while on the back and with flotation Knows that sculling is a back and forth movement using the hands and arms: the hands should be cupped slightly with fingers together, and they can be moved up and down or in a figure-of-eight. Understands that sculling can move them forwards or backwards depending on the way in which the water is pushed, or it can be used to hold a person in one place in the water.	Demonstrates front crawl arms - this could be from a standing position in the water Knows the movement of front crawl arms: • Arms must reach straight out in front, one at a time. • Arms should be close to the head and hands enter the water in line with the face. • The thumb should enter the water first, with the palm facing outwards. • The hand then pushes the water down and along the side of the body before the arm reaches up again out of the water and repeats the movement.	Completes backstroke for 10 metres Knows how to align the body and coordinate the movements for backstroke: • Backstroke has a flat body position, with the head back in the water and eyes looking up at the ceiling. • The arms should be straight as they rise up out of the water and the hand should enter the water with the little finger first and palm facing out. • The hand then pushes the water down past the body towards the legs. • The legs should be straight, and kick from the hip with slightly pointed toes.	Completes 25 metres of backstroke Knows to pace themselves appropriately so that they do not run out of breath or become tired quickly. Knows the correct stroke movements of backstroke. Knows how to have a suitable point on the ceiling and use this as a marker for checking behind them for the upcoming poolside, to avoid banging their head or hands on the side.
Non-Swimmers	Beginner Swimmers	Improving Swimmers	Competent Swimmers (Meeting end of KS2 National Curriculum Requirements)	Proficient Swimmers (Working Beyond the end of KS2 Requirements)
Travels 10 metres with flotation Knows that they need to kick their legs and scoop or doggy paddle their hands in order to travel forwards.	Treads water with flotation Knows that treading water involves using sculling hands in a circular or figure-of-eight motion, holding the body upright with the legs underneath, and kicking or pedalling the legs. Understands that treading water keeps the head out of the water and keeps a person in one place.	Treads water for 30 seconds with no flotation Knows to maintain pedalling legs and sculling arms, with the body in an upright position and head out of the water.	Completes 25 metres in any stroke Is able to apply learnt stroke skills and complete 25 metres at a competent level in the chosen stroke without pausing or sinking.	Completes an endurance swim of a minimum of 50 metres in a stroke of their choice Knows how to take breaks by floating on their back or treading water. Tries to complete the swim without placing their feet on the bottom of the pool, or gripping the poolside/rail to rest.
Combines scooping and kicking on the front Knows that two sets of movements needs to be done in unison, scooping the water towards them while kicking with straight legs.	Shows frog kicks with flotation Knows that frog kicks are used in breaststroke; they involve pulling the feet up towards the bottom with ankles close together, and then kicking outwards with both legs before bringing them together again.	Demonstrates breaststroke legs Knows to use frog kicks and the movement of these: • Kicks out in a circular motion with toes pointed at the end of the kick when the leg is extended. • The feet then flex as the ankles come together and up towards the bottom. • The movement is repeated.	Treads water for 60 seconds Knows to maintain pedalling legs and sculling arms with the body in an upright position and head out of the water, with the motion being slow and steady to allow for endurance.	Sculls in a rotating movement in opposing directions Knows that sculling their hands in opposite directions while floating on their back can spin them round in the water, and that if they swap the directions of the hands, they will rotate in the opposite way.
Walks 10 metres in the water in different ways: forwards, backwards and using sidesteps Knows that walking in water is more difficult than walking on land. Knows that when walking in water, they need to do this slowly and to keep their body upright.	Uses kicking and straight backstroke arms while on the back and with flotation Knows that the body should be straight and flat in the water, with the head tilted back to look up at the ceiling. Knows that backstroke arms should be straight and should brush the ears as they go past the head and into the water, pulling the water down the side of the body as the arm lowers towards the thigh.	Demonstrates breaststroke arms Knows the breaststroke arm movement: • Both arms move at the same time. • Hands come close together in front of the chest and sweep the water away, palms outwards. • Hands then pull the water down towards the legs. • Arms sweep back together, with hands close to each other in front of the chest. • Elbows are high and focus on pulling the water.	Sculls feet first Understands that sculling can be used to propel them in different directions. Knows the movements to scull feet first and can coordinate these: • Keep legs straight, together and still, with pointed toes. • Scull the hands with palms facing towards the head, pulling the water towards the head area and propelling themselves forwards, i.e. feet first.	Completes 10 metres of dolphin kicks Knows that a dolphin kick is part of learning the butterfly stroke, which involves the legs moving together in one movement: • Hips and legs should move downwards together, with knees slightly bent. • Kick outwards as the hips and legs come up. • The body should undulate with this movement.
	Uses kicking and long, straight scooping arms while on the front and with flotation Knows that during front crawl, the arms must stretch out in front of them, reaching as far as possible, scooping the water with the hand and pulling the water towards them, and also kicking with straight legs at the same time.	Demonstrates kicking from the hip with pointed toes and no flotation Knows that for front crawl and backstroke, the legs should be straight and toes pointed, kicking close together.	Sculls head first Understands that sculling can be used to propel them in different directions. Knows the movements to scull head first and can coordinate these: • Keep legs straight, together and still, with pointed toes. • Scull the hands with palms facing towards the feet, pulling the water towards the foot area and propelling themselves backwards, i.e. head first.	Understands the movements involved in the butterfly stroke and is able to describe them Knows butterfly uses a dolphin kick and an undulating movement of the body: • The head should be in line with the body and the face is down. • The arms extend outwards at the same time, reaching over the head and then pulling the water towards the body. Understands that this stroke requires exact technique to be successful.

Motor Competence – Breathing

Non-Swimmers	Beginner Swimmers	Improving Swimmers	Competent Swimmers (Meeting end of KS2 National Curriculum Requirements)	Proficient Swimmers (Working Beyond the end of KS2 Requirements)
Blows bubbles at the water surface Knows how to create bubbles: first breathing in, then breathing out in the water while their mouth is under the surface, and then lifts their head out of the water to breathe in and repeat.	Blows bubbles with face in the water Knows that they should take a deep breath and then submerge their head before exhaling bubbles, before lifting the head out of the water to inhale and repeat.	Takes deep breaths when submerging Knows that a deep breath needs to be taken and held to be able to submerge for any length of time. Knows that the mouth should stay closed until ready to exhale, and that they can exhale in the water but must not inhale until the mouth is in the air.	Swims 10 metres underwater In order to swim a distance underwater, knows that they must take a deep exhale. Understands that they can complete the distance more efficiently by keeping a flat body position underwater and by initially pushing themselves off the pool wall.	Demonstrates efficient rhythmic breathing in either front crawl or breaststroke for a minimum of 25 metres Knows the head movements and timing required of rhythmic breathing in either breaststroke or front crawl. Is able to maintain rhythmic breathing for 25 metres without requiring a pause.
Holds mouth closed and dips face in the water Knows to close their eyes and mouth to dip their face in water.	Holds breath with face in the water Knows to take a deep breath before submerging the head, holding it under the water until they need to surface for another breath.	Demonstrates combining rhythmic breathing with swimming on the front Knows to exhale for a few seconds (blowing bubbles to demonstrate) with face in the water, lifts the head out of the water to inhale and then repeats. This can be combined with swimming on the front with the aid of flotation.		Is able to retrieve several sunken objects in one breath Knows to kick downwards from the surface to efficiently reach the bottom of the pool and is able to retrieve several items before needing to kick to the surface to draw breath.
	Picks up a sunken object that is within reach Knows that they can retrieve a sunken object in shallow water by closing the mouth and eyes and holding their breath, and then lowering the head into the water as they reach down with the hand.	Swims with held breath and face in the water Knows to coordinate moving through the water with breathing: taking a deep breath in and closing their mouth and eyes before dipping their face in and moving arms and legs simultaneously to propel themselves through the water, holding their breath until they need to lift their head out of the water to inhale.		
	Begins using rhythmic breathing with movement: exhales into the water (with bubbles) and inhales with face out of the water Knows that rhythmic breathing in swimming means being able to inhale and exhale while moving through the water. (This can be shown by walking or swimming with flotation through the water, dipping the face in to exhale and lifting the face out of the water to inhale.)			

Motor Competence – Flotation

Non-Swimmers	Beginner Swimmers	Improving Swimmers	Competent Swimmers (Meeting end of KS2 National Curriculum Requirements)	Proficient Swimmers (Working Beyond the end of KS2 Requirements)
Floats on their back with supporting flotation Knows the following about floating on the back: - taking a deep breath will help them to float; - the body should be flat, with the core and hips in line with the rest of the body and high in the water; - the body should be kept still and the head is back and looking at the ceiling.	Performs star float with supporting flotation Knows that a star float is formed by creating a star shape on the surface of the water by spreading the arms and legs wide. Understands that they need to maintain a flat body position in the water with the head back.	Performs star float Knows how to form a star float, achieving the buoyancy needed to hold it in place without use of flotation. Knows that it can also be performed on the front with a held breath and face in the water.	Performs a series of floats without touching the pool floor Knows three different floats: star, pencil and tuck. Knows how to transition from one float to another without touching the pool floor or running out of breath. Knows to breathe in between each transition so that they are able to hold a breath while holding the shape of each float.	Is able to float with others in a group by performing a linking movement Knows to hold breath and body position, to maintain a stable and buoyant float, linking arms with others, e.g., each person holding a star float shape, and everyone forming a circle with heads in the centre and feet on the outside.
Floats on their front with supporting flotation Knows the following about floating on the front: - taking a deep breath will help them to float; - the body should be flat, with the core and hips in line with the rest of the body and high in the water; - the body should be kept still; - to close their eyes and mouth so that they can dip their face in the water in order for the head to be in line with the body; - to lift the head so that the face is out of the water.	Performs tuck float with supporting flotation Knows that a tuck float is performed by pulling the knees to the chest and holding them close with the hands to form a ball shape, and they will start to float and bob in the water. Knows that a tuck float can be done on the front or the back.	Performs tuck float Knows how to form a tuck float, achieving the buoyancy needed without the need for flotation. Knows it can be performed on the front or the back.	Performs floats out of depth Knows that a float can be performed without using the pool floor to push off. Understands that a deep breath should be taken while in deep water and the float shape formed, maintaining a flat body position with the head in line with core, hips and legs.	
	Performs pencil float with supporting flotation Knows that a pencil float is performed by making the body as straight as possible, with legs together and arms by the sides.	Performs pencil float Knows how to form a pencil float and hold it with the correct buoyancy.		

Motor Competence – Rotation

Non-Swimmers	Beginner Swimmers	Improving Swimmers	Competent Swimmers (Meeting end of KS2 National Curriculum Requirements)	Proficient Swimmers (Working Beyond the end of KS2 Requirements)
Can push from the wall on the back with flotation, and then return to the wall on the front Knows how to execute the movement: holds flotation under arms, faces the wall and places feet flat against the wall with bent knees, pushes themselves backwards in the water with head tilted back, and then flips onto the front and kicks legs until they are back at the poolside wall.	Performs push and glide on the front with flotation Knows that a front push and glide involves pushing off the side of the pool and gliding on the front, with a flat, straight body position and head face down if able to, for as long as possible without the need to move the arms and legs.	Performs push and glide on the front Knows the movement of the front push and glide, understanding how to achieve this without the aid of flotation.	Performs a log roll from front to back with no flotation Knows to take a deep breath before beginning the log roll to help maintain buoyancy during the roll and that momentum will help them complete the roll successfully without sinking.	Performs an underwater push and glide on the back Knows the movements to perform an underwater push and glide on the back: • Face the pool wall and take a deep breath. • Drop down as low as possible, before placing feet against the wall and pushing backwards. • Reach the arms above the head, keeping legs together and toes pointed. • Keep the head in line with the arms to create a straight body position for a successful glide.
Can push from the wall on the front with flotation, and then return to the wall on the back Knows how to execute the movement: holds flotation under arms, faces away from the wall and places feet flat against the wall behind them with bent knees, pushes themselves forwards in the water and tries to achieve a flat body position, and then flips onto the back and kicks legs until they are back at the poolside wall.	Performs push and glide on the back with flotation Knows that a back push and glide involves pushing off the side of the pool and gliding on the back, with a flat, straight body position and bringing arms by the sides, for as long as possible without the need to move the arms and legs.	Performs push and glide on the back Knows the movement of the back push and glide, understanding how to achieve this without the aid of flotation.	Performs a log roll from back to front with no flotation Knows to take a deep breath before beginning the log roll to help maintain buoyancy during the roll, that momentum will help them complete the roll successfully without sinking, and that their face should be dipped in the water as the roll completes in order to keep the straight body position.	Is able to perform several log rolls in succession Knows how to perform a log roll from back to front and front to back. Knows to maintain a kicking motion to help momentum and buoyancy, using the core muscles to help with the flip.
Spins upright with flotation and can do this in two directions Knows how to hold onto floats (e.g. noodles, kickboards, swimming discs) with arms and to pedal legs in the water, trying to keep an upright body in order to spin in different directions.	Performs log roll from front to back with flotation Knows that a log roll involves rotating in the water from front to back or back to front, and knows the movement involved: • Facing the water, push off side of the pool with the feet, arms straight in front and a float gripped in the hands. • Kick to move in the water and then flip onto the back, bringing the hands and float to the sides or across the belly. • Continue to kick on the back, looking at the ceiling.	Log roll from back to front with flotation Knows that a log roll involves rotating in the water from front to back or back to front, and knows the movement involved: • Facing the wall, push off side of the pool with arms outstretched, with some supporting flotation, e.g. arm bands/swimming discs. • Kick to gain momentum and then twist onto front. • Arms can be brought down to sides as the roll is completed or they be kept stretched over the head for additional challenge.	Performs an underwater push and glide on the front Knows to take a deep breath and to drop as low as possible in the water before pushing hard off the pool wall, trying to stay low in the water with arms stretched out in front and legs together, in order to travel as far as possible in the glide.	
			Performs a forward roll in the water Knows the movement of performing a forward roll in the water: • Push off the pool floor with the feet while tucking the knees up towards the chin so that they can roll forwards. • Hold the nose to block it if needed, to avoid water coming in.	

Water Confidence

Non-Swimmers	Beginner Swimmers	Improving Swimmers	Competent Swimmers (Meeting end of KS2 National Curriculum Requirements)	Proficient Swimmers (Working Beyond the end of KS2 Requirements)
Attempts a sitting dive into water Knows the basic movements of a sitting dive: sit on the edge of the pool with feet in the water, use core muscles to lean forward with arms stretched out straight in front, and enter the water hands first.	Performs sitting dive into the water with full submersion Knows that a sitting dive involves a plunge into the water from a seated position on the edge of the pool, hands stretched out in front of them, and submerging fully under the water upon entry.	Performs a pencil dive Knows that this should only be done in deeper water and that it involves jumping into the pool feet first, with legs straight and together, and arms straight by their side.	Performs a surface dive Knows that a surface dive involves travelling down towards the bottom of the pool in deeper water, and that a tuck surface dive involves taking a deep breath, tucking the knees up towards the chest and kicking themselves head down through the water.	Performs a standing dive from the poolside Knows the movements for performing a standing dive: • Curl the toes over the edge of the pool and bend the knees to begin. • Push up from the feet and use the momentum to swing the arms up with hands together, pushing up and over to enter the water hands first. • Keep the legs together for a smoother diving position.
Splashes face and head Knows that splashing water over the face and tipping it over the head can help in swimming because it can help a person become accustomed to putting their face in the water.	Swims 10 metres on front or back with flotation Is able to apply skills learnt to travel independently through the water on their back or front with supporting flotation.	Swims 25 metres of any stroke with flotation or breaks (e.g. gripping the pool rail) Is able to apply learnt stroke skills and knows that there are ways to pause and take rest breaks when swimming a longer distance, including gripping the side or pool rail, floating on their back or treading water.	Surface dives to collect sunken objects Is able to apply learnt surface dive skills. Knows to locate the object first, take a deep breath, and perform a surface dive with hands out stretched to help find the object.	
	Travels around the water to collect floating objects with flotation Is able to apply skills learnt to travel through the water with supporting flotation to collect objects.	Collects sunken objects that require full submersion Is able to apply skills learnt about submersion. Knows to push off the pool floor with their feet, entering the water hands and head first so that they reach all the way down to retrieve the object.		
		Jumps into deeper water Knows how to jump safely, with toes curled over the edge of the pool, bent knees and jumping forwards.		

Swimming Vocabulary

	Non-Swimmers	Beginner Swimmers	Improving Swimmers	Competent Swimmers (Meeting end of KS2 National Curriculum Requirements)	Proficient Swimmers (Working Beyond the end of KS2 Requirements)
Water Safety Healthy Participation	lifeguard, first aider, shallow, deep, pool edge, pool rail, balance	danger flag, bathing flag, surfing flag, beach lifeguard, jump, submerged, body temperature, cold water shock, stability, slippery	huddle, vulnerable, body heat , HELP (Heat Escape Lessening Position), afterdrop, treading water	currents, parallel, shoreline, weight	coordination, compensate, rip tide/ rip, current, parallel, SUP/paddle board, inflatable, precaution
Aquatic Principles Rules/Strategies/Tactics	horizontal, push, pull	streamlined, drag, buoyancy, strokes	propel, propulsion, rhythmic breathing, continuous	muscles, endurance, distance, sprints	warm up, cool down, irregularities, dominant side, drills, feedback, technique
Stroke Development Motor Competence	scoop, front crawl, kick, backstroke	hips, core, sculling, treading water, breaststroke, frog kick, backstroke, front crawl (also known as freestyle)	simultaneously, pointed toes, sweep, extended, circular motion	pattern, rhythmic breathing, propel	pace (verb), pace (noun), dolphin kick, butterfly stroke, undulate, rotate
Breathing Motor Competence	breathe in, breathe out, dip	submerge, surface (verb), surface (noun), rhythmic breathing	full submersion		
Flotation Motor Competence	float	star float, tuck float, pencil float		transition, out of depth	
Rotation Motor Competence	pedal	push and glide, log roll, rotate	spine, momentum	momentum	
Water Confidence Complementary Skills	dive, splash	plunge, submerge			

Cultural Capital

Physical Education (PE) plays a significant role in building cultural capital for pupils growing up in our urban Salford context. In communities where access to safe outdoor spaces, organised sport and wider enrichment can be uneven, a well-designed PE curriculum becomes a powerful lever for equity. It offers structured experiences, shared language, social norms and aspirational pathways that broaden pupils' understanding of the world and their place within it.

PE contributes to cultural capital first through exposure to diverse sporting experiences. Many pupils in urban Salford may have limited opportunities to participate in organised sport outside school. By introducing children to activities such as athletics, dance, invasion games, gymnastics and outdoor adventurous challenges, the curriculum expands their knowledge of what sport "is" and who it is "for". This helps dismantle stereotypes and builds confidence to engage in wider community provision. Through carefully sequenced units, pupils learn the rules, techniques and histories of sports, gaining the shared cultural knowledge that enables them to participate meaningfully beyond school. This aligns directly with the idea of cultural capital as access to experiences that widen horizons.

Secondly, PE strengthens cultural capital by developing communication, teamwork and social fluency. In Salford's diverse urban classrooms, pupils learn to collaborate, negotiate, lead and respond to others in fast-paced, practical contexts. These behaviours mirror those valued in workplaces, clubs and community groups. The PE curriculum becomes a rehearsal space for social norms: taking turns, resolving conflict, celebrating others' success and managing disappointment. These are essential components of character education and contribute to pupils' long-term social mobility.

A further contribution comes from representation and aspiration. High-quality PE teaching introduces pupils to role models from a wide range of backgrounds—local Salford athletes, Paralympians, women in sport, and figures from global sporting cultures. This helps pupils see themselves reflected in success and understand that talent and dedication transcend postcode or background. Linking PE to major events such as the Olympics, the Manchester Marathon or local club fixtures builds cultural literacy and connects pupils to the wider sporting identity of Greater Manchester.

PE also enhances cultural capital through health literacy. In communities where health inequalities persist, teaching pupils about fitness, wellbeing, nutrition and active lifestyles equips them with knowledge that can positively influence family habits. Understanding why exercise matters, how bodies respond to activity and how to stay safe in sport builds a foundation for lifelong wellbeing. This aligns with broader curriculum aims around personal development and supports pupils to make informed choices.

Finally, PE enriches cultural capital by providing memorable experiences that build belonging. Inter-school competitions, sports days, after-school clubs and community partnerships give pupils shared stories and pride. These experiences strengthen identity, deepen engagement and create cultural reference points that pupils carry into adulthood.

Overall, PE in an urban Salford primary school is far more than physical activity. It is a strategic, inclusive and aspirational curriculum area that broadens horizons, builds social fluency and equips pupils with the cultural capital needed to thrive academically, socially and personally.

Inclusion

PE demonstrates inclusion through a curriculum that is intentionally broad, accessible and representative. Units are sequenced so all pupils can build competence over time, with activities chosen to ensure multiple entry points. Dance, gymnastics, athletics, invasion games and outdoor adventurous activities each offer varied ways to engage, reducing barriers for pupils who may not thrive in traditional team sports. Our sports coach uses adaptive teaching strategies—such as differentiated equipment, varied task complexity and scaffolded movement patterns—to ensure every child can participate meaningfully.

In Salford's urban context, many pupils present with SEND needs that affect motor skills, attention, sensory processing or emotional regulation. PE becomes a model of inclusion when teachers embed SEND adaptations such as visual task cards, chunked instructions, predictable routines, safe breakout spaces and pre-teaching of key movements. Targeted adult support enables pupils to rehearse skills without fear of failure, while peer-support structures promote social belonging. Crucially, assessment focuses on personal progress rather than comparison, ensuring pupils with SEND experience success and recognition.

PE provides a unique environment for building inclusive relationships. Mixed-attaining grouping, structured teamwork and shared goals help pupils collaborate across cultural, linguistic and socio-economic differences. Teachers explicitly model inclusive behaviours—celebrating effort, encouraging respectful communication and teaching pupils how to support one another. These routines strengthen character education and help pupils develop empathy, resilience and confidence. For many of our children, PE is the space where they feel most connected to their peers.

In urban Salford, access to safe outdoor spaces, sports clubs and enrichment opportunities can be uneven. PE addresses this by providing high-quality, consistent physical activity for all pupils. Schools strengthen inclusion by offering free or low-cost after-school clubs, lunchtime activities and links with local organisations such as Salford Community Leisure and Manchester sport foundations. Inter-school competitions are designed to be inclusive, with pathways for pupils who are developing confidence as well as those who excel. This ensures cultural capital is not restricted to families who can afford private provision.

PE lessons celebrate diversity by showcasing athletes, sports and movement traditions from a wide range of cultures. Teachers introduce pupils to inclusive role models—Paralympians, women in sport, local Salford athletes and figures from global sporting communities. This representation helps pupils see themselves reflected in success and challenges stereotypes about who “belongs” in sport. Activities such as culturally diverse dance units or inclusive sports days reinforce the message that PE is for everyone.

Inclusive PE prioritises emotional safety. Teachers create environments where mistakes are normal, risk-taking is encouraged and pupils feel secure trying new skills. Lessons incorporate wellbeing themes—self-regulation, confidence building, healthy lifestyles—that support pupils facing disadvantage or trauma. This aligns with whole-school personal development priorities and contributes to reducing health inequalities in the local community.

In an urban Salford primary school, PE is a cornerstone of inclusion. Through adaptive teaching, diverse curriculum design, equitable access, strong representation and a focus on wellbeing, PE ensures every child can participate, progress and feel proud of their achievements. It is not simply a physical subject—it is a vehicle for belonging, confidence and opportunity.