



PE Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	OAA – PE Hub (Y2) Gymnastics - Specialist	Football	Netball Dance – PE Hub	Rugby OAA- PE Hub (Y3)	Rounders Gymnastics – PE Hub	Athletics Dance – PE Hub
Year 4	Football Dance	Netball OAA – PE Hub (Y4)	Tennis Gymnastics - Specialist	Rugby OAA-PE hub (Y5)	Rounders Dance	Athletics Gymnastics – PE Hub
Year 5 Swimming all year	Football	Netball	Dance – PE Hub	Rugby Gymnastics - Specialist	Rounders	Athletics
Year 6 Swimming for reluctant swimmers from Sum1	Football Dance – PE Hub	Netball Gymnastics - Specialist	Tennis Forest schools	Rugby Dance – PE Hub	Rounders OAA- PE hub (Y6)	Athletics Gymnastics – PE Hub

Swimming takes place in Y5 – all pupils attend. Children who need further support are also taken in the Summer term of Year 6.

Prior and Subsequent Coverage



Prior Knowledge KS1

Subsequent Knowledge KS3

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. - They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: - 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 in KS3 should be taught to: - use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]. - develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]. - perform dances using advanced dance techniques within a range of dance styles and forms. - take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group - analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best - take part in competitive sports and activities outside school through community links or sports clubs. Pupils in KS4 should be taught to: - use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]. - develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]. - take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group. - evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best and continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.
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National curriculum aims and purpose	Intent
Purpose of study - A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Aims - The national curriculum for Physical Education aims to ensure that all pupils: - develop competence to excel in a broad range of physical activities - are physically active for sustained periods - engage in competitive sports and activities - lead healthy, busy lives Attainment targets - By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.	Physical Education is a beautiful opportunity to develop the whole child. Children are entitled to a rich, broad and balanced PE curriculum. Through PE, children should develop behaviour and attitudes that will benefit them throughout school life and beyond. Children should - experience a broad range of activities through curriculum PE time, including gymnastics, dance, games, outdoor Education, athletics, and swimming. - Know how to stay fit, healthy, and active and enjoy doing so, choosing to engage in physical activity and sport in their own time. - Learn to win and lose, support others and be supported, showing sportsmanship and good character. - Work as part of a team towards a common goal as well as individually improving their performance. - Be allowed to be creative in a range of activities. - Play competitively, respecting officials and other players. - Develop spiritually, morally and culturally through diverse activities and opportunities. Quality physical Education can develop the whole child: - Strengthening thinking and decision-making skills - Building and increasing confidence and self-esteem - Developing character and resilience - Enhancing their commitment and desire to improve - Allowing opportunities for enjoyment, fun and to be free-spirited - Fostering feelings of safety and security

Sequence of teaching in PE:

The three pillars of PE are fundamental in the Long Term plan, ensuring the skills are progressive and well sequenced, developing and building on from the Fundamental Movement Skills (FMS) below

- locomotor skills, for example running and jumping
- stability skills, for example twisting and balancing
- manipulation skills, such as throwing and catching

The first PE pillar of progression: motor competence: 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. To improve motor competence, pupils require sufficient and well-designed opportunities. Some opportunities will be provided beyond timetabled PE lessons, including during breaktime and lunchtime, but they are first and foremost be present in the PE curriculum

The second PE pillar of progression: rules, strategies and tactics

Movement execution is a vital part of successful participation in sport and physical activity. However, it is not enough to be competent alone. For example, a pass in football can be powerful and direct but if the pass is to the wrong person then it is ineffective. Intelligent movement requires pupils to move in accordance with the demands of the context, which is informed by their knowledge of the relevant conventions and conditions of the activity. As novices, pupils are explicitly taught the knowledge that informs and successfully directs their movement: that is, knowledge of rules, strategies and tactics.

The third PE pillar of progression: healthy participation

The fourth national curriculum aim refers to pupils leading healthy, active lives. We are very aware of the role that PE can play in providing knowledge relevant to healthy participation within different domains, encouraging young people to take part in sport and physical activity, understanding how to participate in sports and challenging misconceptions and/or stereotypes.

Lesson structure:

Step 1 – the importance of warming up

Step 2 - 'The Big Picture' – setting the PE learning that is about to take place within the chronology of pupils PE learning and skill development to date. Starting with what the children know, understand, are able to do, able to say and review previous learning

Step 3 – Introduce the learning outcomes and specific vocabulary the children will use

Step 4 – Model the key skills and knowledge to be used in planned activities

Step 5 – provide opportunities to work interactively and review the learning of themselves, and others

Step 6 – Application of taught skills and knowledge in a small-sided game, or performance

Step 7 – Review of learning

This document aims to give guidance on the progression of PE knowledge and skills across the year groups. It can also be used to scaffold success and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils).

To scaffold learning, we use the STEP approach. The STEP framework in PE was developed to support teaching and learning. Using STEP is an easy to use approach to adapting, scaffolding and extending PE and sports lessons

Space – the space in which the activity is happening

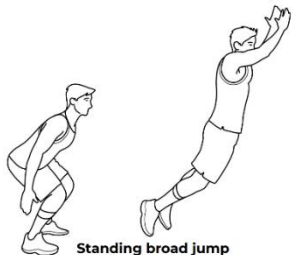
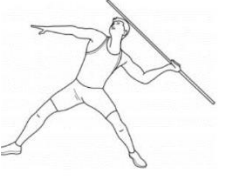
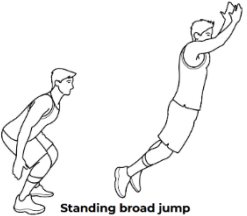
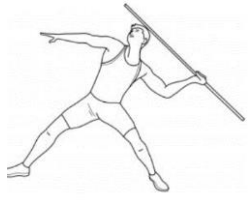
Task – the task which is planned

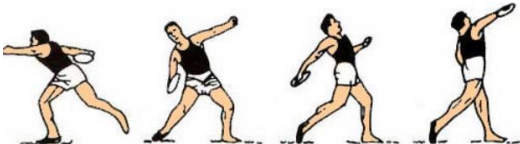
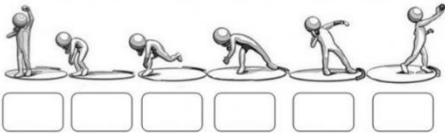
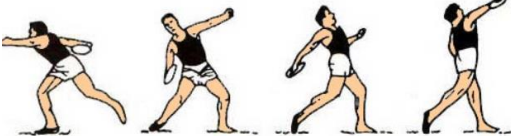
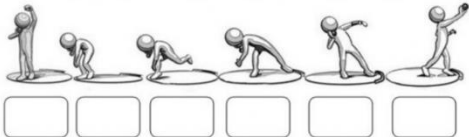
Equipment – the equipment used

People – the (amount of) people involved

In PE, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In PE, the same teaching and learning approaches we use for all subjects will be used when teaching PE, and be evident in pupil discussion and observations in order to ensure that the PE learning opportunities and skill development are as effective as possible and that pupils progress throughout the year and across year groups during their PE experiences in school.

[Research review series: PE - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Year 3 and 4		Year 5 and 6	
Know what (substantive)	Know how (procedural)	Know what (substantive)	Know how (procedural)
Understand how to perform the correct technique; holding the object, position of feet, angle of body etc. Each skill is broken down by The PE HUB in videos etc with reference to technique and vocabulary	Understand how to jump for distance, using their arms and legs to generate momentum and power with control and balance, using the standing broad jump.  Standing broad jump Understand what the sprint position looks like and how to generate power using arms and legs over short distances. Can run at different speeds, evading obstacles where necessary (hurdles) using a combination of running and jumping Children begin to incorporate running on their own to being part of a relay team, passing over a baton. Perform the correct technique when holding the javelin; use the pull throw with control and accuracy from a standing start  Perform the correct technique when holding the discus; use the sling throw with control and accuracy	Understand how to perform the correct technique in order to increase speed, power and accuracy; holding the object, position of feet, angle of body etc. Each skill is broken down by The PE HUB in videos etc with reference to technique and vocabulary	Understand how to jump for distance, using their arms and legs to generate momentum and power with control and balance, using the standing broad jump and triple jump, combining running and jumping  Standing broad jump Understand what the sprint position looks like, how to run at speed and how to generate power using arms and legs when sprinting, or running for a further distance Refine running at different speeds, not always in a straight line, evading obstacles where necessary (hurdles) using a combination of running and jumping with greater accuracy and control Children refine running a range of distances on their own to being part of a relay team, passing over a baton. Perform the correct technique when holding the javelin; use the pull throw with control and accuracy, combining running and throwing developing from a standing start 

	 Perform the correct technique when holding the discus; use the sling throw with control and accuracy  Use a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.	Perform the correct technique when holding the discus; use the sling throw with control and accuracy, further developing the technique and understanding how to effectively transfer power from one foot to the other.  Perform the correct technique when holding the discus; use the sling throw with control and accuracy, further developing the technique  Use a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.

Invasion games

Football	Year 3 and 4		Year 5 and 6	
	Know what (substantive)	Know how (procedural)	Know what (substantive)	Know how (procedural)
	Understand how to perform the correct technique; dribbling and moving with the ball; passing and receiving the ball; controlling the ball; striking the ball with reference to the position of feet, angle of body etc and specific vocabulary. Each skill is broken down by The PE	Understand how to apply basic rules in a small game situation Understand, choose and apply a range of basic tactics and strategies for defence and attack Introduce the concept of attack and defence; introduce the roles of positions (attackers and defenders) Introduce the idea of 'marking' and tackling an attacker and 'evading' a defender by dribbling, passing and/or finding space. Introduce passing, using the in-step of the foot, focusing on accuracy; receiving the ball by stopping it with the foot	Understand how to perform the correct technique; dribbling and moving with the ball; passing and receiving the ball; controlling the ball; striking the ball with reference to the position of feet, angle of body etc and specific vocabulary. Each skill is broken down by The PE	Understand how to apply rules in a small game situation, taking on the role of a referee to officiate Understand, choose and apply a range of tactics and strategies for defence and attack Refine the concept of attack and defence; refine the roles of positions (attackers and defenders) and their role within the team Refine the idea of 'marking' and tackling an attacker, or blocking passing lanes and 'evading' a defender by dribbling, turning, passing and/or finding space. Refine passing, using the in-step of the foot, focusing on accuracy whilst selecting the power needed in relation to distance.

Rugby League	HUB in videos etc with reference to technique and vocabulary	Perform passing techniques with developing accuracy and control; begin to select and apply the correct pass for each situation Introduce striking the ball using the front of the foot, also known as laces, focusing on power and accuracy when passing a greater distance, or shooting Introduce moving with the ball, using dribbling (instep and outstep of strong foot) and basic turns to change direction with increasing speed	HUB in videos etc with reference to technique and vocabulary	Perform a range of passing techniques with accuracy and control; select and apply the correct pass for each situation Refine striking the ball using the front of the foot, also known as laces, focusing on power and accuracy, taking into account the distance Refine moving with the ball, using dribbling (instep and outstep of both feet) skills and turns to advance further up the pitch and evade defenders, with increasing speed
	Year 3 and 4		Year 5 and 6	
	Know what (substantive)	Know how (procedural)	Know what (substantive)	Know how (procedural)
	Understand how to perform the correct technique; dribbling and moving with the ball; passing and receiving the ball; controlling the ball; striking the ball with reference to the position of feet, angle of body etc and specific vocabulary.	Understand how to apply basic rules in a small game situation Understand, choose and apply a range of basic tactics and strategies for defence and attack Introduce the concept of attack and defence; introduce the roles of positions (attackers and defenders) Introduce the idea of 'marking' and tackling an attacker (by removing the tag) and 'evading' a defender by dribbling, passing and finding space.	Understand how to perform the correct technique; dribbling and moving with the ball; passing and receiving the ball; controlling the ball; striking the ball with reference to the position of feet, angle of body etc and specific vocabulary.	Understand how to apply more advanced rules in a small game situation, with the child taking on the role of the referee to officiate Understand, choose and apply a range of tactics and strategies for defence and attack, such as marking, moving to create space, or an overlap Increase pupil ability to attack and defence; being able to play in both positions (attackers and defenders) Develop the idea of 'marking' and tackling an attacker (by removing the tag) and 'evading' a defender by dribbling, passing and finding space.
	Each skill is broken down by The PE HUB in videos etc with reference to technique and vocabulary	Catch a ball passed to them using two hands with increasing success, whilst stood still and when moving Grip the ball correctly, using the ten points of contact Perform the correct passing technique with developing accuracy and control from left to right, and right to left; begin to apply passing techniques in a small sided game	Each skill is broken down by The PE HUB in videos etc with reference to technique and vocabulary	Catch a ball passed to them using two hands with increasing success, whilst stood still and when moving, applying them to a game situation. Grip the ball correctly, using the ten points of contact so that a pass can be made quickly, or feint a pass Perform the correct passing techniques (spin and flat) with accuracy and control from left to right, and right to left; refine and correctly apply passing techniques in a small sided game

		Introduce the idea of re-starting the game and scoring a 'try' in a small sided, or modified game		Introduce the idea of re-starting the game and scoring a 'try' in a small sided, or modified game
Basketball & Netball	Year 3 and 4		Year 5 and 6	
	Know what (substantive)	Know how (procedural)	Know what (substantive)	Know how (procedural)
	Understand how to perform the correct technique; dribbling and moving with the ball; passing and receiving the ball; controlling the ball; striking the ball with reference to the position of feet, angle of body etc and specific vocabulary.	Understand how to apply basic rules in a small game situation How to pivot Footwork – stepping Obstruction – allowing the opponent arms length Attackers/defenders – court awareness Double dribble Understand, choose and apply a range of basic tactics and strategies for defence and attack Introduce the concept of attack and defence; introduce the roles of positions (attackers and defenders)	Understand how to perform the correct technique; dribbling and moving with the ball; passing and receiving the ball; controlling the ball; striking the ball with reference to the position of feet, angle of body etc and specific vocabulary.	Understand how to apply basic rules in a small game situation How to pivot Footwork – stepping Obstruction – allowing the opponent arms length Attackers/defenders – court awareness Replay (Year 6) Double dribble Understand, choose and apply a range of basic tactics and strategies for defence and attack Refine the concept of attack and defence; refine the roles of positions (attackers and defenders)
	Each skill is broken down by The PE HUB in videos etc with reference to technique and vocabulary	Introduce the idea of 'marking' and defending against an attacker and 'evading' a defender by dribbling, passing and finding space. Catch a ball passed to them using two hands with increasing success, whilst stood still and sometimes when moving Perform the correct passing technique with developing accuracy and control using the bounce pass, chest pass and shoulder pass; begin to apply passing techniques in a small sided game Introduce the idea of shooting, aiming for a target Introduce the idea of re-starting the game and scoring a 'goal, point or baskets' in a small-sided game	Each skill is broken down by The PE HUB in videos etc with reference to technique and vocabulary	Refine the idea of 'marking' and defending against an attacker and 'evading' a defender by dribbling, passing and finding space. Catch a ball passed to them using two hands with increasing success, whilst stood still and when moving, applying them to a game situation. Perform the correct passing technique with developing accuracy and control using the bounce pass, chest pass and shoulder pass; apply passing techniques in a small sided game, selecting the correct pass with accuracy and control Refine the correct technique/s for shooting, aiming at a target Refine the idea of re-starting the game and scoring a 'goal, point or baskets' in a small-sided game, showing an awareness of positioning when attacking and defending
	Striking & fielding			
R	Year 3 and 4		Year 5 and 6	

	Know what (substantive)	Know how (procedural)	Know what (substantive)	Know how (procedural)
	Understand how to perform the correct technique; passing (throwing) and receiving (catching) the ball; striking the ball with reference to the position of feet, angle of body etc and specific vocabulary. Each skill is broken down by The PE HUB in videos etc with reference to technique and vocabulary	Understand how to apply basic rules in a small game situation Four bases – fielders on the inside Point scoring system No ball One handed grip  Understand, choose and apply a range of basic tactics and strategies for striking and fielding games. With guidance and support, beginning to be aware of where the striker may hit the ball and strategically place people to restrict points scored. Perform the correct passing (throwing) technique with developing accuracy and control using the underarm pass and overarm pass, aiming for a target; begin to apply passing techniques in a small sided game Introduce the idea of striking, aiming for a target with focus on correct technique and accuracy Catch a ball passed and hit to them using two hands with increasing success, whilst stood still and when moving	Understand how to perform the correct technique; passing (throwing) and receiving (catching) the ball; striking the ball with reference to the position of feet, angle of body etc and specific vocabulary. Each skill is broken down by The PE HUB in videos etc with reference to technique and vocabulary	Understand how to apply rules in a small game situation, taking on the role of an umpire Four bases – fielders on the inside Point scoring system and official rules No ball ruling When an attacker can move away from the base One handed grip  Understand, choose and apply a range of basic tactics and strategies for striking and fielding games. Aware of where the striker may hit the ball and strategically place people to restrict points scored. Perform the correct passing (throwing) technique with developing accuracy and control using the underarm pass and overarm pass, aiming for a target; confidently apply passing techniques in a small sided game with accuracy and control Refine the idea of striking, aiming for a target with focus on correct technique, power and accuracy. Catch a ball passed and hit to them using one and two hands with increasing success, whilst stood still and when moving, applying them to a game.

Net Wall games

Tennis	Year 3 and 4		Year 5 and 6	
	Know what (substantive)	Know how (procedural)	Know what (substantive)	Know how (procedural)
	Understand how to perform the correct technique; striking the ball	Understand how to apply basic rules in a game situation – mini tennis	Understand how to perform the correct technique; passing (throwing)	Understand how to apply basic rules in a game situation – mini tennis, developing into the traditional game of tennis, with scoring kept

	with reference to the position of feet, angle of body etc and specific vocabulary in relation to different shots played	Understand, choose and apply a range of basic tactics and strategies for net and wall games. Aware of where the opponent may hit the ball and move to return it. Know how to grip the racket appropriately and perform the backhand and forehand shot, with some accuracy and control, aiming for a target, over a barrier.	and receiving (catching) the ball; striking the ball with reference to the position of feet, angle of body etc and specific vocabulary.	Understand, choose and apply a range of basic tactics and strategies for net and wall games. Aware of where the opponent may hit the ball and strategically position to restrict points scored. Know how to grip the racket appropriately and perform the backhand shot, forehand shot and volley, with some accuracy and control, aiming for a target, over a barrier
	Understand the scoring system in tennis	Introduce the idea of striking the ball, using the racket to perform backhand and forehand shots, aiming for a target with focus on correct technique, power and accuracy.	Understand the scoring system in tennis	Refine the correct technique for the backhand, forehand and volley shots in a rally and in a game of 'mini tennis', striking the ball over a barrier
	Each skill is broken down by The PE HUB in videos etc with reference to technique and vocabulary	Begin to apply the correct technique for the backhand and forehand shots in a rally and in a game of 'mini tennis', striking the ball over a barrier, or 'net'.	Each skill is broken down by The PE HUB in videos etc with reference to technique and vocabulary	Develop the correct technique to 'serve' in tennis; use this to begin and re-start the game. Refine the action of striking the ball, using the racket, aiming for a target with focus on correct technique, power and accuracy, striking the ball over a barrier, or 'net'

Gymnastics

Gymnastics	Year 3 and 4		Year 5 and 6	
	Know what (substantive)	Know how (procedural)	Know what (substantive)	Know how (procedural)
	Understand that dance is a way of expressing an idea, character or narrative (story).	Copy, create and perform a simple sequence that is judged using simple gymnastic scoring; begin to compare performances and judge strengths and areas for improvement.	Understand that dance is a way of expressing an idea, character or narrative (story).	Cop, adapt, choreograph (create) and perform a more complex 6-8 part sequence using more complex actions, shapes and balances with consistency that is judged using simple gymnastic scoring; select a suitable routine to perform to different audiences, bearing in mind who the audience is.
	Understand that you can use your body in different ways	Uses imaginative ways to travel in pathways; use a greater number of own ideas for movement in response to a task. Relate strength and flexibility to the actions and movements they are performing.	Understand that you can use your body in different ways to	Use pathways creatively to enhance the quality of the sequence.
	Understand that a pathway is a direction of travel to and from an object, and that they are not always straight	Perform basic core gymnastic skills i.e. roll, balance, travel and begin to apply them in a sequence; use body tension to perform balances both individually and with a partner. Perform at least 3 different rolls (shoulder, forward, back) with some control.	Understand that a pathway is a direction of travel to and from an object, and that they are not always straight	Perform a range of actions, including rolls, balances, whole body movements and pathways; use body tension to perform balances both individually and with a partner with control, demonstrating balance, strength and flexibility. Combine arm actions with skips/leaps/steps/jumps & spins in travel

	Understand that music helps keep a routine in time, and that different music and styles have different rhythms	Link a roll with travel and balance using floor and apparatus with good body control; Show increasing flexibility – and body tension - in shapes and balances. Know principles of balance and apply them on floor & apparatus. Create & perform matching/mirroring sequences with a partner, demonstrating balance, strength and flexibility.	Understand that music helps keep a routine in time, and that different music and styles have different rhythms	Know principles of balance and apply them on floor & apparatus; transfer sequence above onto suitably arranged apparatus & floor, experience flight on and off of high apparatus. Develop symmetry individually, as a pair and in a small group, demonstrating control through body tension, strength and flexibility. Compare performances and judge strengths and areas for improvement, using specific vocabulary.
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Gym sequence progression:

- Link different movements within an action category (rolls, travelling, balances)
- Link movements across action categories
- Apply compositional ideas
- Transfer sequence to apparatus
- Partner work – developing sequence together
- Small groups – developing sequence together

Dance

Dance	Year 3 and 4		Year 5 and 6	
	Know what (substantive)	Know how (procedural)	Know what (substantive)	Know how (procedural)
	Understand that dance is a way of expressing an idea, character or narrative (story).	Copy and perform a short dance phrase which communicates an idea, or reflects a chosen dance style	Understand that dance is a way of expressing an idea, character or narrative (story).	Copy, adapt and perform an extended dance phrase fluently – in different styles of dance, communicating an idea
	Understand that you can use your body in different ways to communicate an idea Understand that a pathway is a direction of travel	Begin to adapt a short dance phrase (motif) and choreograph a short dance phrase – individually and with a partner. Begin to compare and adapt movements to create a longer sequence. Identify and repeat the movement patterns of a chosen dance style. Use counts to stay in time with the music; Improvise, as part of a learnt dance, individually or with a partner; use counts when choreographing and/or adapting to stay in time with the music. Use mirroring, canon, unison and formation to communicate an idea	Understand how a dance routine is choreographed Understand that you can use your body in different ways to communicate an	Choreograph a more complex dance phrase (motif) individually, with a partner and also as part of a group, that reflects the chosen dance style. Develop a greater awareness of use of space and demonstrate dramatic expression, performing with confidence. Use counts when choreographing and/or adapting choreography to stay in time with the music, moving rhythmically and with consistent precision. Develop a greater awareness of use of space and level and be able to show a change of pace and timing in their movements.

	to and from an object, and that they are not always straight Understand that music helps keep a routine in time, and that different music and styles have different rhythms	Use pathways, levels, shapes, directions, speeds and timing with guidance Watch describe and evaluate the effectiveness of performances -both high quality examples and their own/peers' work, picking out what is effective/giving ideas for improvement using simple vocabulary. Modify their use of skills/techniques to create a better result.	idea, using specific language Understand that a pathway is a direction of travel, from and to an object Understand that music helps keep a routine in time, and that different music and styles have different rhythms	Use pathways, levels, shapes, directions, speeds and timing to create a fluent sequence; show tension through pattern and formation Watch describe and evaluate the effectiveness of performances -both high quality examples and their own/peers' work, picking out what is effective/giving ideas for improvement using a broader range of vocabulary and drawing on their knowledge of a greater range of dance types. Refine & improve dances adapting them to include the use of space rhythm & expression.
	Swimming			
			Know what (substantive)	Know how (procedural)
			To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively (eg.breaststroke, front crawl, back crawl, backstroke) To perform safe self-rescue in different water based situations	Swim England standard front and back crawl, and front and back breaststroke for 25 metres Swim a distance of 50 metres using two recognised strokes Tread water for 30 seconds Scull 5 metres head first Perform a surface dive and a sitting dive Swim 10 metres butterfly (Swim England standard) Travel/swim 25 metres in T-shirt and shorts without undue stress