

Foundation and KS1 Overview of Learning and Progression of Skills



Foundation

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

KS1

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.

Games						
Foundation Stage	<p><u>Locomotion: Walking</u></p> <ul style="list-style-type: none"> Explore walking Develop walking Explore walking in different pathways Sustain walking Explore marching Apply walking into a game 	<p><u>Locomotion: Jumping</u></p> <ul style="list-style-type: none"> Explore jumping Develop jumping Apply jumping into a game Jumping for distance Explore jumping high Explore hopping 	<p><u>Ball Skills: Hands 1</u></p> <ul style="list-style-type: none"> Explore pushing Explore rolling Explore bouncing Explore bouncing into space Combine pushing and rolling Combine rolling, pushing and bouncing 	<p><u>Ball Skills: Feet 1</u></p> <ul style="list-style-type: none"> Explore moving with a ball using our feet Develop moving with a ball using our feet Develop dribbling Understand dribbling Develop dribbling against an opponent Dribbling competitions 	<p><u>Ball Skills: Hands 2</u></p> <ul style="list-style-type: none"> Explore throwing Explore throwing (underarm) Explore throwing (overarm) Explore rolling Explore stopping a ball (small ball) Explore catching 	<p><u>Games For Understanding</u></p> <ul style="list-style-type: none"> Taking Turns Keeping the Score Understanding rules: Playing by the rules Avoiding a defender Preventing an attacker from scoring Applying attacking and defending into a game
Year 1	<p><u>Locomotion: Running</u></p> <ul style="list-style-type: none"> Explore running Apply running into a game Explore running at different speeds Running for speed: Acceleration Explore running in a team Consolidate running: Apply running into a competitive game 	<p><u>Locomotion: Jumping</u></p> <ul style="list-style-type: none"> Recap jumping Developing jumping Jumping circuits: Explore how jumping affects our bodies Explore skipping Apply skipping and jumping into a game 	<p><u>Ball Skills Hands 1</u></p> <ul style="list-style-type: none"> Develop bouncing: Introduce sending with control Introduce aiming with accuracy Introduce power and speed when sending a ball Introduce stopping a ball Develop stopping, combining sending skills Combine sending and receiving skills 	<p><u>Ball Skills: Feet 1</u></p> <ul style="list-style-type: none"> Recap moving with a ball using our feet Develop moving the ball using the feet Apply dribbling into games Consolidate dribbling Explore kicking (passing) Apply kicking (passing) to score a point 	<p><u>Ball Skills: Hands 2</u></p> <ul style="list-style-type: none"> Introduce throwing with accuracy (beanbags) Apply throwing with accuracy in a team (beanbags) Extend throwing with accuracy Introduce stopping a ball (small ball) Develop sending (rolling) skills to score a point Consolidation of sending (rolling) and stopping skills to win a game 	<p><u>Games For Understanding</u></p> <ul style="list-style-type: none"> Understanding the principles of attack Applying attacking principles into a game Understand the principles of defence Applying defending principles into a game Consolidate attacking Consolidate defending
Year 2	<p><u>Locomotion: Dodging</u></p> <ul style="list-style-type: none"> Explore dodging Develop dodging Apply dodging: Explore attacking and defending Apply dodging in teams Consolidate dodging 	<p><u>Locomotion: Jumping</u></p> <ul style="list-style-type: none"> Consolidate jumping Apply jumping into a game Linking jumping Explore jumping combinations Develop jumping combinations 	<p><u>Ball Skills: Hands 1</u></p> <ul style="list-style-type: none"> Develop dribbling: Keeping possession Develop passing and receiving: Keeping possession Combine dribbling, passing and receiving, keeping possession Develop dribbling to score a point Develop passing and receiving to score a point Combine dribbling, passing and receiving to score a point 	<p><u>Ball Skills: Feet 1</u></p> <ul style="list-style-type: none"> Develop dribbling: Keeping possession Develop passing and receiving: Keeping possession Combine dribbling, passing and receiving, keeping possession Develop dribbling to score a point Combine dribbling, passing and receiving to score a point Apply dribbling, passing and receiving as a team to score a point 	<p><u>Ball Skills: Hands 2</u></p> <ul style="list-style-type: none"> Develop pupils application and understanding of underarm throwing Consolidate pupils application and understanding of underarm throwing Applying the underarm throw to win a game Applying the underarm throw to beat an opponent Introduce overarm throwing: Applying overarm throwing to win a game 	<p><u>Games For Understanding</u></p> <ul style="list-style-type: none"> Attacking as a team Defending as a team Understanding the transition between defence and attack Create and apply attacking tactics Create and apply defensive tactics

Overview of Learning	Dance		Gymnastics	
<p>Foundation Stage</p>	<p><u>Ourselves</u></p> <ul style="list-style-type: none"> Ourselves: Moving in sequence Ourselves: Responding in movement to words and music Ourselves: Moving with props and contrasting tempos Ourselves: Creating their own movements Ourselves: Exploring opposites and creating simple movement sequences Ourselves: Working with a partner exploring character movements 	<p><u>Nursery Rhymes</u></p> <ul style="list-style-type: none"> Humpty Dumpty: Moving in sequence Jack and Jill: Creating our own movements Hickory, dickory, dock: Creating simple movement sequences Three little pigs: Responding in movement to words and music The big bad wolf: Exploring contrasting tempos Little Miss Muffet: Working with a partner exploring character movements 	<p><u>Moving</u></p> <ul style="list-style-type: none"> Explore moving and making shapes using different body parts Explore moving in different directions Explore big and small ways of moving and making shapes Moving in pairs Creating shapes in pairs Zonal work 	<p><u>High, Low, Over, Under</u></p> <ul style="list-style-type: none"> Introduction to high Introduction to low Introduction to the apparatus High and low on apparatus High, low, over and under High, low, over and under extended
<p>Year 1</p>	<p><u>Growing</u></p> <ul style="list-style-type: none"> Growing: Responding to rhythm Developing the growing plant 'dance' Introduction to motifs Creating motifs Creating movement sequences Relationships and performance 	<p><u>The Zoo</u></p> <ul style="list-style-type: none"> Creating movements as 'big' animals: Exploring expression Developing our movements as 'small' animals: Adding movements together Responding to a rhythm: Introducing partner work Creating an animal sequence: Motifs Big cats and the zookeeper: Exploring relationships within our motifs Relationships and performance 	<p><u>Body Parts</u></p> <ul style="list-style-type: none"> Introduction to 'big' body parts Introduction to 'small' body parts Combining big and small with wide, narrow and curled Transition between wide narrow and curled using big and small body parts Adding (linking) movements together Creative ways of adding (linking) movements together 	<p><u>Wide, Narrow, Curled</u></p> <ul style="list-style-type: none"> Introduction to 'Wide' Introduction to 'Narrow' Introduction to 'Curled' Exploring the difference between wide, narrow and curled Transitioning between wide, narrow and curled movements Linking two movements together
<p>Year 2</p>	<p><u>Water</u></p> <ul style="list-style-type: none"> Water: Responding to stimuli Developing whole group movement Improvisation and physical descriptions Creating sequences Creating contrasting movement sequences Sequences, relationships and performance 	<p><u>Exploring</u></p> <ul style="list-style-type: none"> Preparing for an expedition: Responding to stimuli Developing our motif with expression and emotion Applying choreography in our motifs Applying choreography in our motifs Extending our motifs Sequences, relationships and performance 	<p><u>Pathways</u></p> <ul style="list-style-type: none"> Exploring zig-zag pathways Developing zig-zag pathways on apparatus Exploring curved pathways Developing curved pathways on apparatus Creation of pathway sequences Completion of pathways sequences and performance 	<p><u>Linking</u></p> <ul style="list-style-type: none"> Developing 'Linking' Linking on apparatus Jump, roll, balance sequences Jump, roll, balance on apparatus Creation of sequences Completion of sequences and performance

KS2 Overview of Learning and Progression of Skills



KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

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], and apply basic principles suitable for attacking and defending
- ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ♣ perform dances using a range of movement patterns
- ♣ take part in outdoor and adventurous activity challenges both individually and within a team
- ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Year 3 Swimming and Water Safety

In particular, pupils 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.

Overview of Learning	Games: Invasion					
Year 3	<p><u>Invasion: Tag Rugby</u></p> <ul style="list-style-type: none"> • Introduce moving with the ball, passing and receiving • Introduce tagging • Create space when attacking • Develop passing and moving • Combine passing and moving to create attacking opportunities 	<p><u>Invasion: Basketball</u></p> <ul style="list-style-type: none"> • Introduce dribbling; keeping control • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling • Introduce shooting 	<p><u>Invasion: Hockey</u></p> <ul style="list-style-type: none"> • Introduce dribbling; keeping control • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling • Introduce shooting 	<p><u>Invasion: Handball</u></p> <ul style="list-style-type: none"> • Introduce passing and receiving • Introduce passing and creating space • Develop passing and moving • Combine passing and moving • Introduce shooting • Develop passing and shooting 	<p><u>Invasion: Netball</u></p> <ul style="list-style-type: none"> • Introduce passing and receiving • Introduce passing and creating space • Develop passing and moving • Combine passing and moving • Combine passing and shooting • Develop passing and shooting 	<p><u>Invasion: Football</u></p> <ul style="list-style-type: none"> • Introduce dribbling keeping control • Develop dribbling keeping control • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling
Year 4	<p><u>Invasion: Tag Rugby</u></p> <ul style="list-style-type: none"> • Develop passing, moving and creating space • Apply learning to 3v3 mini games • Develop defending • Develop defending in game situations • Combine passing and moving to create an attack and score 	<p><u>Invasion: Basketball</u></p> <ul style="list-style-type: none"> • Refine dribbling • Refine passing and receiving • Refine passing and dribbling creating space • Refine passing and dribbling creating shooting opportunities • Introduce marking 	<p><u>Invasion: Hockey</u></p> <ul style="list-style-type: none"> • Refine dribbling • Refine passing • Develop shooting; combine passing and dribbling to create shooting opportunities • Develop passing and dribbling creating space for attacking opportunities • Introduce defending; blocking and tackling 	<p><u>Invasion: Handball</u></p> <ul style="list-style-type: none"> • Refine passing and receiving • Develop passing and creating space • Develop passing, moving and shooting • Combine passing and shooting • Introduce defending 	<p><u>Invasion: Netball</u></p> <ul style="list-style-type: none"> • Refine passing and receiving • Develop passing and dribbling creating space • Develop passing, moving and shooting • Refine passing and shooting • Develop footwork 	<p><u>Invasion: Football</u></p> <ul style="list-style-type: none"> • Refine dribbling • Turning • Refine passing and receiving • Develop passing and dribbling creating space • Introduce shooting
Year 5	<p><u>Invasion: Tag Rugby</u></p> <ul style="list-style-type: none"> • Refine passing and moving to create attacking opportunities • Explore different passes that can be used to outwit defenders • Refine defending as a team • Create and apply defending as a team • Create and apply defending tactics. Develop officiating 	<p><u>Invasion: Basketball</u></p> <ul style="list-style-type: none"> • Recap and refine dribbling and passing to create attacking opportunities • Develop marking • Refine shooting • Refine attacking skills, passing, dribbling and shooting introduce officiating 	<p><u>Invasion: Hockey</u></p> <ul style="list-style-type: none"> • Recap and refine dribbling and passing to create attacking opportunities • Develop defending; block and tackling • Refine attacking skills, passing dribbling and shooting • Refine defending skills developing transition from defence to attack 	<p><u>Invasion: Handball</u></p> <ul style="list-style-type: none"> • Consolidate passing and receiving • Explore the function of other passes • Develop defending • Develop passing and creating space, introduce officiating • Refine shooting 	<p><u>Invasion: Netball</u></p> <ul style="list-style-type: none"> • Refine passing and receiving • Apply passing, footwork and shooting into mini games, introduce officiating • Introduce defending • Introduction to High Five Netball, consolidating learning • Explore the function of other passing styles 	<p><u>Invasion: Football</u></p> <ul style="list-style-type: none"> • Recap and refine dribbling and passing to maintain possession • Introduce defending • Develop defending • Develop shooting • Refine attacking skills, passing, dribbling and shooting, introduce officiating

<p style="text-align: center;">Year 6</p>	<p><u>Invasion: Tag Rugby</u></p> <ul style="list-style-type: none"> • Consolidate passing and moving • Consolidate defending • Create, understand and apply attacking tactics in game situations • Create, understand and apply defending tactics in game situations • Consolidate attacking and defending in min games 	<p><u>Invasion: Basketball</u></p> <ul style="list-style-type: none"> • Consolidate keeping possession • Consolidation of possession skills, develop officiating • Consolidate defending • Create, understand and apply attacking tactics in game situations • Create, understand and apply defending tactics in game situations 	<p><u>Invasion: Hockey</u></p> <ul style="list-style-type: none"> • Consolidate keeping possession • Consolidation of possession skills, develop officiating • Consolidate defending • Create, understand and apply attacking tactics in game situations • Create, understand and apply defending tactics in game situations 	<p><u>Invasion: Handball</u></p> <ul style="list-style-type: none"> • Consolidate keeping possession; possession scenarios • Consolidation of possession skills, develop officiating • Consolidate defending understand and apply attacking tactics game situations • Consolidate defensive tactics; understand and apply defensive tactics in game scenarios 	<p><u>Invasion: Netball</u></p> <ul style="list-style-type: none"> • Consolidate keeping possession • Consolidation of possession skills, develop officiating • Consolidate defending • Create, understand and apply attacking tactics in game situations • Create, understand and apply defending tactics in game situations 	<p><u>Invasion: Football</u></p> <ul style="list-style-type: none"> • Consolidate keeping possession • Consolidation of possession skills, develop officiating • Consolidate defending • Organise formations and manage teams • Organise formations decide tactics, manage teams and officiate games
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Overview of Learning	Games: Striking & Fielding		Games: Net / Wall		Athletics
Year 3	<p>Cricket</p> <ul style="list-style-type: none"> Understand the concept of batting and fielding Introduce throwing overarm Introduce throwing underarm Introduce catching Striking with intent 	<p>Rounders</p> <ul style="list-style-type: none"> Introduce to rounders Introduce overarm throwing Apply overarm and underarm throwing Introduce stopping the ball Application of stopping the ball in a game 	<p>Tennis</p> <ul style="list-style-type: none"> Introduction tennis; outwitting an opponent Creating space to win a point Consolidate how to win a game introduce rackets Introduce the forehand 		<p>Running</p> <ul style="list-style-type: none"> Explore running for speed Develop running for speed Introduction relay; running for speed in a team Develop relay running for speed in a team Explore running for distance Understand and apply tactics when running for distance
Year 4	<p>Cricket</p> <ul style="list-style-type: none"> Develop an understanding of batting and fielding Introduce bowling underarm Develop stopping and returning the ball Develop retrieving and returning the ball Striking the ball at different angles and speeds 	<p>Rounders</p> <ul style="list-style-type: none"> Develop fielding bowling and backstop Introduce batting; how Develop batting; where and why Introduce and apply basic fielding tactics 	<p>Tennis</p> <ul style="list-style-type: none"> Developing the forehand Creating space to win a point using a racket Introduce the backhand Applying the forehand and backhand in game situations Applying the forehand and backhand creating space to win a point 		<p>Jumping</p> <ul style="list-style-type: none"> Jumping for distance; standing long jump Jumping for distance; standing triple jump
Year 5	<p>Cricket</p> <ul style="list-style-type: none"> Refine batting, understand and develop batting tactics Refine bowling, understand and develop bowling tactics Refine fielding stooping, catching and throwing Combine bowling and fielding creating and applying tactics. Introduce umpiring and scoring 	<p>Rounders</p> <ul style="list-style-type: none"> Develop fielding tactics maximising players Understand what happens if the batter misses the ball Refine fielding tactics, what players where? Applying tactics in min games 	<p>Tennis</p> <ul style="list-style-type: none"> Introduce the volley Develop the volley Controlling the game from the serve Doubles; understanding a applying tactics to win a pint 	<p>Badminton</p> <ul style="list-style-type: none"> Introduction to badminton: Outwitting an opponent Introduce the forehand Introduce the backhand Applying the forehand and backhand: Creating space to win a point Controlling the game from the serve 	<p>Throwing</p> <ul style="list-style-type: none"> Throwing accuracy vs distance Throwing for distance; javelin Throwing for distance; shot put Throwing for distance; discus
Year 6	<p>Cricket</p> <ul style="list-style-type: none"> Consolidate batting Consolidate fielding Consolidate bowling Create, understand and apply attacking tactics in game situations Create, understand and apply defensive tactics in game situations 	<p>Rounders</p> <ul style="list-style-type: none"> Introduction to full rounders Consolidate fielding tactics Refine our understanding of what happens if the batter misses or hits the ball backwards Batting considerations 	<p>Tennis</p> <ul style="list-style-type: none"> Game application; cone tennis Game application; round robin games Game application; mixed ability doubles, round robin games Game application; tag team tennis 	<p>Badminton</p> <ul style="list-style-type: none"> Exploring different forehand and backhand shots Applying different forehand and backhand shots during a game to win a point Consolidate outwitting an opponent Doubles: Understanding and applying tactics to win a point Mixed ability doubles 	<p>Competitions</p> <ul style="list-style-type: none"> Level 1 Running Level 1 Throwing Level Jumping Mini Olympics

Overview of Learning	Outdoor & Adventurous Activities			Health Related Exercise
Year 3	<p align="center"><u>Orienteering</u></p> <ul style="list-style-type: none"> • Face orienteering • Cone orienteering • Point and return • Point to point • Timed course • Orienteering competition 	<p align="center"><u>Problem Solving</u></p> <ul style="list-style-type: none"> • Benches and mats challenge • Round the clock card challenge • The pen challenge • The river rope challenge • Caving challenges 	<p align="center"><u>Communication and Tactics</u></p> <ul style="list-style-type: none"> • Creating and applying simple tactics • Developing leadership • Developing communication as a team • Communicating as a team • Communicating to collaborate effectively as a team • Communicating to create defending and attacking tactics as a team 	
Year 4	<p align="center"><u>Orienteering</u></p> <ul style="list-style-type: none"> • Face orienteering • Cone orienteering • Point and return • Point to point • Timed course • Orienteering competition: 	<p align="center"><u>Problem Solving</u></p> <ul style="list-style-type: none"> • Benches and mats challenge • Round the clock card challenge • The pen challenge • The river rope challenge • Caving challenges 	<p align="center"><u>Communication and Tactics</u></p> <ul style="list-style-type: none"> • Creating and applying simple tactics • Developing leadership • Developing communication as a team • Communicating as a team • Communicating to collaborate effectively as a team • Communicating to create defending and attacking tactics as a team 	
Year 5	<p align="center"><u>Orienteering</u></p> <ul style="list-style-type: none"> • Face orienteering • Cone orienteering • Point and return • Point to point • Timed course • Orienteering competition 	<p align="center"><u>Problem Solving</u></p> <ul style="list-style-type: none"> • Benches and mats challenge • Round the clock card challenge • The pen challenge • The river rope challenge • Caving challenges 	<p align="center"><u>Communication and Tactics</u></p> <ul style="list-style-type: none"> • Creating and applying simple tactics • Developing leadership • Developing communication as a team • Communicating as a team • Communicating to collaborate effectively as a team • Communicating to create defending and attacking tactics as a team 	<p align="center"><u>Health Related Exercise</u></p> <ul style="list-style-type: none"> • Initial Fitness Assessment • Cardio Fitness 1 • Flexibility • Strength • Cardio Fitness 2 • Fitness Assessment
Year 6	<p align="center"><u>Orienteering</u></p> <ul style="list-style-type: none"> • Face orienteering • Cone orienteering • Point and return • Point to point • Timed course • Orienteering competition 	<p align="center"><u>Problem Solving</u></p> <ul style="list-style-type: none"> • Benches and mats challenge • Round the clock card challenge • The pen challenge • The river rope challenge • Caving challenges 	<p align="center"><u>Communication and Tactics</u></p> <ul style="list-style-type: none"> • Creating and applying simple tactics • Developing leadership • Developing communication as a team • Communicating as a team • Communicating to collaborate effectively as a team • Communicating to create defending and attacking tactics as a team 	<p align="center"><u>Health Related Exercise</u></p> <ul style="list-style-type: none"> • Initial Fitness Assessment • Cardio Fitness 1 • Flexibility • Strength • Cardio Fitness 2 • Fitness Assessment

Overview of Learning	Gymnastics	Dance	Dance
Year 3	<p><u>Symmetry & Asymmetry</u></p> <ul style="list-style-type: none"> • Introduction to symmetry • Introduction to asymmetry • Application of learning onto apparatus • Sequence formation • Sequence completion 	<p><u>Wild Animals</u></p> <ul style="list-style-type: none"> • Responding to stimuli • Developing character dance into a motif • Extending sequences with a partner in character • Developing sequences with a partner in character that show relationships • Extending dance skills in choreography 	<p><u>Weather</u></p> <ul style="list-style-type: none"> • Responding to stimuli, the weather • Responding to stimuli, extreme weather • Developing thematic dance into a motif • Extending dance to create sequences with a partner • Developing sequences with a partner
Year 4	<p><u>Bridges</u></p> <ul style="list-style-type: none"> • Introduction to bridges • Application of bridge learning onto apparatus • Develop sequences with bridges • Sequence formation • Sequence completion 	<p><u>Cats</u></p> <ul style="list-style-type: none"> • Responding to stimuli working together • Extending sequences with a partner in character • Exploring two contrasting Relationships and interlinking dance moves • The Jellicle Ball Performance 	<p><u>Space</u></p> <ul style="list-style-type: none"> • Responding to stimuli working together • Extending sequences with a partner in character • Developing character dance • Developing sequences with a partner in character that show relationships and interlinking dance moves • Sequences, relationships, choreography and performance
Year 5	<p><u>Counter Balance & Counter Tension</u></p> <ul style="list-style-type: none"> • Introduction to counter balance • Application of counter balance learning onto apparatus • Sequence formation • Counter Tension • Sequence completion 	<p><u>Greeks</u></p> <ul style="list-style-type: none"> • Exploring the Greeks using compositional principles • Extending sequences with a partner using compositional principles • Creating movement using improvisation where movement is reactive • Developing sequences showing interlinking dance moves • Opening Ceremony performance 	<p><u>The Circus</u></p> <ul style="list-style-type: none"> • Exploring society in the 19th Century • Developing character movements linked to 19th Century Prejudices • Creating movements to represent different characters and performers in a 19th Century circus • Extending our Performance incorporating props and apparatus linked to the variety of performers
Year 6	<p><u>Matching & Mirroring</u></p> <ul style="list-style-type: none"> • Introduction to matching • Application of matching learning onto apparatus • Introducing mirroring • Application of mirroring learning onto apparatus • Sequence development 	<p><u>Carnival</u></p> <ul style="list-style-type: none"> • Performing with technical control and rhythm in a group • Creating rhythmic patterns using the body • Experiencing dance from a different culture • Chorographical elements including still imagery 	<p><u>Titanic</u></p> <ul style="list-style-type: none"> • Exploring movements that represent The Titanic • Developing character movements linked to the different social classes in 1912 • Creating rhythmic patterns using our body • Extending our choreography through controlled movements, character emotion and expression • Explore the relationships between characters applying character emotion and expression • Performance and reflection

Year 3	Swimming and water safety
	<ul style="list-style-type: none"> • Swims competently, confidently and proficiently over a distance of at least 25 metres • Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Performs safe self-rescue in different water-based situations.