

PE Programme of Study Progression Map



| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Object Control (Throwing & Kicking) | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Control a small, medium and large ball Catch a ball by holding their arms out and pulling into their body Carry and control a range of throwing equipment (bean bags, small balls, large soft balls) Explore controlling a ball with their feet Kick a ball forwards and at a target | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Roll a ball and pick it up as it slows down Catch a ball with two hands Drop and catch a ball with two hands Push or pat the ball in a downwards motion Use different parts of the foot to control and move with the ball Move along basic pathways whilst dribbling a ball | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Roll a ball and pick it up as it slows down Catch a ball with two hands Remain in balance when catching Stop a rolling ball with two hands Get into a position to catch a ball Drop and catch a ball with two hands Push or pat the ball in a downwards motion Use different parts of the foot to control and move with the ball Move along basic pathways whilst dribbling a ball Propel the ball forwards using a simple technique | <p>Children in Key Stage 2 should attempt to master fundamental skills and use the skills in different contexts.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Get into position to catch by tracking the ball Hands in ready position at all times (out in front with fingers pointing towards the ball) Assess the height of the ball (fingers point high to catch high ball with thumbs together, and low for a low ball with little fingers together) Have soft hands Close the grip on the ball on contact Secure the ball | <p>Children in Key Stage 2 should attempt to master fundamental skills and use the skills in different contexts.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Get into position to catch by tracking the ball Hands in ready position at all times (out in front with fingers pointing towards the ball) Assess the height of the ball (fingers point high to catch high ball with thumbs together, and low for a low ball with little fingers together) Have soft hands Close the grip on the ball on contact Secure the ball | <p>Children in Key Stage 2 should attempt to master fundamental skills and use the skills in different contexts.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Get into position to catch by tracking the ball Hands in ready position at all times (out in front with fingers pointing towards the ball) Assess the height of the ball (fingers point high to catch high ball with thumbs together, and low for a low ball with little fingers together) Have soft hands Close the grip on the ball on contact Secure the ball | <p>Children in Key Stage 2 should attempt to master fundamental skills and use the skills in different contexts.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Get into position to catch by tracking the ball Hands in ready position at all times (out in front with fingers pointing towards the ball) Assess the height of the ball (fingers point high to catch high ball with thumbs together, and low for a low ball with little fingers together) Have soft hands Close the grip on the ball on contact Secure the ball |

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| Dance | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Begin to control their body when performing a sequence of movements • To run around and negotiate space • To move at different speeds, change directions and stop promptly • To move sideways, backwards and forwards • To move in a variety of ways (skipping, hopping, jumping, running, crawling) | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Move freely to music • Dance in the wider space • Move fast or slow • Move high or low • Make different shapes, at different levels • Copy movements • Work on their own • Use expressions to communicate feeling | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Copy, repeat and use some movements to tell a story • Perform some actions in unison and canon • Copy movements and body shapes to represent feelings and actions • Move their body with some control • Combine movements to make a dance • Show awareness of the music by making appropriate movements and shapes • Answer questions about their performance • Evaluate the performance of others • Work in a group cooperatively | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use the skill of improvisation, responding to a stimulus (music) • Change their movements according to different stimuli • Combine and link a small number of movement phrases and patterns • Begin to see strength and areas to improve • Use movements to tell a narrative • Combine and link an increasing number of movements, phrases and patterns • Create fluent movement patterns using precision and control • Show an awareness of other movements and respond with their own movements | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use the skill of improvisation, responding to a stimulus (music) • Change their movements according to different stimuli • Combine and link a small number of movement phrases and patterns • Work cooperatively with a partner and in a small group • Use movements to tell a narrative • Demonstrate a range of dance techniques, such as unison, canon and repetition • Combine and link an increasing number of movements and patterns • Create fluent movement patterns using precision and control • Respond and react accordingly to partners/ group members dance movements | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Copy and perform a simple dance phrase • Change their movements according to different stimuli • Combine and link a number of movement phrases and patterns • Work cooperatively with a partner and in a group • Demonstrate a range of dance techniques, such as unison, canon and repetition • Respond and react accordingly to partners/ group members dance movements • Use movement to create a narrative • Demonstrate fluent movement patterns and perform using precision and control | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Copy and perform a simple dance phrase • Change their movements according to different stimuli • Demonstrate a range of dance techniques, such as isolation, tempo and repetition • Combine and link an increasing number of movements and patterns, both individually and within a pair or group • Work cooperatively with a partner and in a group • Create movements in response to different sounds • Respond and react accordingly to partners/ group members dance movements • Clearly create movements to represent an idea • Use movement to create a narrative |
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| Locomotion (Running & Jumping) | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Experiment with different ways of moving Travel around, over and under equipment Run safely whilst remaining in balance To momentarily stand on one foot To move freely when jumping and landing To safely negotiate space, including when changing speed and direction To run with their arms as well as legs and to keep their head up To jump on the spot with two feet together | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Run at different speeds, recognizing the difference between walking, jogging and sprinting Move along different pathways (e.g. straight, line, in a curve etc.) Move safely and in a space To use the correct technique for jumping as high and as far as they can To use different ways of jumping Land a jump safely Make a simple sequence of jumps To run with their arms as well as legs and to keep their head up, using big steps and high knees | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Run at different speeds Move along different and more complex pathways (e.g. straight, line, in a curve etc.) Move safely and in a space To use the correct technique for jumping as high and as far as they can To explore different ways of jumping Land a jump safely, with control Make a sequence of jumps | <p>Children in Key Stage 2 should attempt to master fundamental skills and use the skills in different contexts.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Look where they are running/ scan for different spaces Use arms to help balance and to drive forwards Learn to keep hands and shoulders relaxed Keep back straight for posture Jumping broken down into three successive phases: take off, flight and landing Take off from two-foot and land two-foot and one-foot Take off from one-foot and land on both same and other foot and two-foot landing Jump by bending knees, swinging arms forward, and landing with balance | <p>Children in Key Stage 2 should attempt to master fundamental skills and use the skills in different contexts.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Look where they are running/ scan for different spaces Use arms to help balance and to drive forwards Learn to keep hands and shoulders relaxed Keep back straight for posture Learn arms to move up and down, not across the body Learn to run on balls of feet Jumping broken down into three successive phases: take off, flight and landing Take off from two-foot and land two-foot and one-foot Take off from one-foot and land on both same and other foot and two-foot landing Jump by bending knees, swinging arms forward, and landing with balance | <p>Children in Key Stage 2 should attempt to master fundamental skills and use the skills in different contexts.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Look where they are running/ scan for different spaces in pressurised situations Use arms to help balance and to drive forwards Learn to keep hands and shoulders relaxed Keep back straight for posture Learn arms to move up and down, not across the body Learn to run on balls of feet Drive knees high Small quick steps to build speed Elongate the stride to maintain speed Jumping broken down into three successive phases: take off, flight and landing Take off from two-foot and land two-foot and one-foot Take off from one-foot and land on both same and other foot and two-foot landing Jump by bending knees, swinging arms forward, and landing with balance | <p>Children in Key Stage 2 should attempt to master fundamental skills and use the skills in different contexts.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Look where they are running/ scan for different spaces independently in pressurised situations Use arms to help balance and to drive forwards Learn to keep hands and shoulders relaxed Keep back straight for posture Learn arms to move up and down, not across the body Learn to run on balls of feet Drive knees high Small quick steps to build speed Elongate the stride to maintain speed Jumping broken down into three successive phases: take off, flight and landing Take off from two-foot and land two-foot and one-foot Take off from one-foot and land on both same and other foot and two-foot landing Jump by bending knees, swinging arms forward, and landing with balance |

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| Throwing | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Carry and control a range of throwing equipment (bean bags, small balls, large soft balls) Control a bean bag and throw it with accuracy | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Roll a ball Use a simple underarm throw Move along basic pathways Throw a ball in a hoop | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Roll a ball Use a simple underarm throw Move along basic pathways Remain in balance when throwing Use an opposition overarm throw | <p>Children in Key Stage 2 should attempt to master fundamental skills and use the skills in different contexts.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Stand straight upright, ball in throwing hand, facing target To turn sideways 90 degrees in the direction of your throwing hand and reposition feet Ensure feet shoulder-width apart Lift non-throwing arm to point at target and shift weight to back foot Lift throwing hand so ball near ear | <p>Children in Key Stage 2 should attempt to master fundamental skills and use the skills in different contexts.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Stand straight upright, ball in throwing hand, facing target To turn sideways 90 degrees in the direction of your throwing hand and reposition feet Ensure feet shoulder-width apart Lift non-throwing arm to point at target and shift weight to back foot Lift throwing hand so ball near ear | <p>Children in Key Stage 2 should attempt to master fundamental skills and use the skills in different contexts.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Stand straight upright, ball in throwing hand, facing target To turn sideways 90 degrees in the direction of your throwing hand and reposition feet Ensure feet shoulder-width apart Lift non-throwing arm to point at target and shift weight to back foot Lift throwing hand so ball near ear and in one motion shift weight onto front foot, drop pointing arm, twist torso and release ball at your target To make successful throws in a pressurised situation | <p>Children in Key Stage 2 should attempt to master fundamental skills and use the skills in different contexts.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Stand straight upright, ball in throwing hand, facing target To turn sideways 90 degrees in the direction of your throwing hand and reposition feet Ensure feet shoulder-width apart Lift non-throwing arm to point at target and shift weight to back foot Lift throwing hand so ball near ear and in one motion shift weight onto front foot, drop pointing arm, twist torso and release ball at your target To make successful throws in a pressurised situation |
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| Gymnastics | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Create a short sequence of movements • Roll in different ways with control (curled side roll, log roll and teddy bear roll) • 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, including standing balances • Move around, under, over and through different objects and equipment • To bunny hop • To travel and link actions by tiptoe, step, jump and hop • To talk about what they have done and what others have done | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Create and perform a movement sequence • Copy actions and movement sequences with a beginning, middle and end • Link two actions to make a sequence (e.g. with steps, jumps, hops, skipping, galloping) • Travel in different ways, changing direction and speed • Hold still shapes and simple balances (pike, tuck, star, straight, straddle) • Carry out simple stretches • Carry out a range of simple jumps, landing safely • Move around, under, over and through different objects and equipment • Begin to move with control and care • To bunny hop and to front support wheelbarrow with partner • Perform a range of different rolls (log roll, curled side roll and teddy bear roll) • Watch and describe performances • Begin to say how they could improve | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Copy, explore and remember actions and movements to create their own sequence • Link actions to make a sequence (e.g. with steps, jumps, hops, skipping, galloping and straight jump half-turn) • Travel in a variety of ways • Hold a still shape while balancing on different points of the body (star, straight, pike, straddle, tuck) • Jump in a variety of ways with increasing control and balance • Climb onto and jump off equipment safely • Move with increasing control and care • To bunny hop, scissor kick and front support wheelbarrow with a partner • Perform a range of different rolls (log roll, curled side roll, teddy bear roll, rocking forward roll and crouched forward roll) • Watch and describe performances and use what they see to improve • Talk about the differences between performances | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Choose ideas to compose movement sequences independently • Link combinations of actions with increasing confidence, including changing directions, speed or level and with steps, jumps, hops, skipping, chassis steps, cat leap and straight jump half-turn • Develop the quality of their actions, shapes and balances • Move with coordination, control and care • Use turns whilst travelling in a variety of ways • Use a range of jumps in their sequences • Begin to show flexibility in movements • Perform a range of different rolls (crouched forward roll, forward roll from standing, tucked backward roll) • To handstand, lunge into handstand and cartwheel • Perform a range of different jumps with control • Perform different shapes and balances with control (large and small body part balances, balances on apparatus, matching partner balances, pike, tuck, star and straight shapes, front and back support) | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Create a sequence of actions that fit a theme with an increasing range of actions, directions and levels in sequences • Move with clarity, fluency and expression • Show changes of direction, speed and level • Travel in different ways, including using flight and link actions with steps, jumps, hops, skipping, chassis steps, cat leap, cat-leap with half-turn, straight jump half-turn, straight jump full-turn and pivot • Carry out balances, recognising the position of their centre of gravity and improve the placement and alignments of body parts in balances • Develop strength, technique and flexibility through performances • Perform a range of different rolls (forward roll from standing, straddle forward roll, tucked backward roll, backward roll to straddle) • To lunge into handstand, lunge into cartwheel and lunge into round-off • Perform a range of different jumps with control and accuracy • Travel and link actions with steps, jumps, hops, skipping, chassis steps, cat leap, cat-leap with half-turn, straight jump half-turn, straight jump full-turn and pivot • Perform different shapes and balances (1,2,3&4 point balances, balances on apparatus, balances with | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Select ideas to compose specific sequence of actions that fit a theme • Adapt sequences to fit new criteria • Confidently develop the placement of their body parts in balances, recognising the centre of gravity and where it should be in relation to the balance • Adapt skills and techniques consistently • Develop strength, technique and flexibility throughout performances • Combine equipment with movement to create sequences • Perform a range of different rolls (forward roll from standing, straddle forward roll, pike forward roll, tucked backward roll, backward roll to straddle) • To lunge into handstand, lunge into cartwheel and lunge into round-off • Perform a range of different jumps with control and accuracy • Travel and link actions with steps, jumps, hops, skipping, chassis steps, cat leap, cat-leap with half-turn, straight jump half-turn, straight jump full-turn and pivot • Perform different shapes and balances (1,2,3&4 point | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Create their own complex sequences involving full range of actions and movements • Demonstrate precise and controlled placement of body parts in actions, shapes and balances • Confidently use equipment in a range of ways and incorporate this into sequences • Apply skills and techniques consistently, showing precision and control • Develop strength, technique and flexibility throughout performances • Perform a range of different rolls (forward roll from standing, straddle forward roll, pike forward roll, tucked backward roll, backward roll to straddle, pike backward roll) • To lunge into cartwheel, lunge into round-off, hurdle step, hurdle step into cartwheel and into round-off • Perform a range of different jumps with control and accuracy • Travel and link actions with steps, jumps, hops, skipping, chassis steps, cat leap, cat-leap with half-turn, straight jump |

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| | | | | <ul style="list-style-type: none"> • Compete against self and others in a controlled manner • Watch, describe and evaluate the effectiveness of performances • Describe how their performance has improved over time | <p>and against a partner, pike, tuck, star, straight, straddle shapes, front and back support)</p> <ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements • Modify their use of skills or techniques to achieve a better result | <p>balances, balances on apparatus, balances with and against a partner, pike, tuck, star, straight, straddle shapes, front and back support)</p> <ul style="list-style-type: none"> • Perform own longer, more complex sequences in time to music • Choose and use criteria to evaluate own and others' performances • Explain skills and techniques used in their performance and their effect | <p>half-turn, straight jump full-turn and pivot</p> <ul style="list-style-type: none"> • Perform different shapes and balances (1,2,3&4 point balances, balances on apparatus, group formations, develop technique, control and complexity of part-weight peer balances, pike, tuck, star, straight, straddle shapes, front and back support) • Perform own longer, more complex sequences in time to music • Begin to record and evaluate their peers' performances • Thoroughly evaluate their own and other's work, suggesting appropriate improvements |
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| Team Sports (Attacking & Defending) | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Examine winning and losing in games Use a range of skills while following simple instructions Show an understanding of simple game rules Play as part of a team | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Examine winning and losing in games Travel in at least two different ways (e.g. running and side-stepping) Use a range of skills while showing an understanding of simple game rules Play as part of a team Stop travelling to change direction Begin to travel with a ball Pass a ball to another player over a short distance | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Begin to use the terms attacking and defending Throw and catch a ball using different techniques Kick a ball whilst moving Pass a ball in different ways Use throwing, catching and kicking skills in a game with some success Begin to choose and use the best space in a game Perform learnt skills with some control Understand the importance of rules and follow them in simple games Begin to work as part of a team | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Know the difference between attack and defence Pass, receive and travel with a ball with some control and accuracy With guidance, begin to use basic attacking and defending skills (marking, dodging and intercepting) Know what they and their team need to do to keep possession and to contribute to this Follow rules in simple invasion games Pass, receive and travel with a ball in a variety of ways and with increasing control and accuracy | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Move in multiple directions in isolation and in a game Use the basic skill of dodging and marking in a game Dribble a ball using different techniques and occasionally look up Pass and receive the ball with some control and accuracy Show understanding of what it means to intercept a ball Demonstrate an understanding of the job of a goalkeeper and show some skills to prevent goals being score Begin to contribute to the success of their team in attack and defence Show an understanding of being part of a team Follow rules in simple invasion games Evaluate their own and others' performances | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Move with the ball in invasion games with increasing speed and control Pass, receive and dribble in different ways with some control and accuracy Begin to find a space in a game Apply a few skills and techniques with some consistency Know about some tactics for attacking and apply them Know about some tactics for defending e.g. when to mark, when to tackle Know what needs to be done to keep possession Contribute to the success of their team in attack and defence Evaluate the effect that using a particular skill or technique has had on their performance Begin to use criteria to evaluate their own and others' performances | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Move with the ball using the correct technique in invasion games with increasing speed and control, including changing direction Pass, receive and dribble using the correct technique in invasion games with increasing speed, control and accuracy Begin linking together different skills in a game with some fluency and success Use space to pass and receive a ball Begin demonstrating awareness of speed in a game Create rules to play a new game successfully Contribute to the success of their team in attack and defence Demonstrate knowledge of attacking and defending principles, different skills and techniques and use them with some success |

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| Striking & Fielding | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Strike a ball with a bat or racquet | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Roll a ball and stop it with a bat or a racquet as it slows down Balance a ball on a bat or a racquet while standing still | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Roll a ball along a line or to a target and stop it with a bat or racquet as it slows down Balance a ball on a bat or racquet while standing still Balance a ball on a bat or racquet whilst following a pathway | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Begin to strike the ball with a bat Throw the ball at a target | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To strike a ball with some accuracy To catch a ball while moving To throw a ball at a target with increasing confidence | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To catch a ball consistently while moving To strike a ball with accuracy To throw a ball at a target with accuracy | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To catch a ball consistently and confidently in game situations To strike a ball with accuracy consistently To throw a ball at a target with accuracy consistently |
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| Swimming | | | | Pupils should be taught to: <ul style="list-style-type: none"> Swim using a range of strokes over a distance Perform safe self-rescue in different water-based situations Use a range of strokes | | Pupils should be taught to: <ul style="list-style-type: none"> Swim using a range of strokes over a distance of at least 25 metres Perform safe self-rescue in different water-based situations Use a range of strokes effectively | |
| Outdoor Adventurous Activity | | | | | Pupils should be taught to: <ul style="list-style-type: none"> Understand the concept of a map and use a key and symbols on a simple map Follow a map with a degree of confidence Follow multi-step instructions Identify the problem and possible solutions to solve it Know what teamwork involves and work well in a team Understand effective communication and demonstrate verbal and non-verbal communication during activities Know what equipment they may need for activities Understand directional language to navigate | Pupils should be taught to: <ul style="list-style-type: none"> Plan and organize a simple orienteering trail Show increasing control when performing more advanced survival skills Plan and navigate a variety of orienteering challenges using map skills and compass skills Plan and undertake a journey into the outdoors Plan and respond to complex challenges Accept responsibility for personal and group safety Work with others to identify potential hazards and devise strategies to ensure that safe working practices are followed Apply the skills and safety requirements for survival in an outdoor environment | |

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| Health & Well-being | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Know what exercise is. • Know how long to brush their teeth for | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe what healthy food is and what unhealthy food is • Know why we brush our teeth • Describe what happens to our bodies when we exercise | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe the importance of exercise, eating the right amounts of different types of food, and hygiene • Know what happens to the body during exercise | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify how specific activity affects their body • Identify that we need the right types and amount of nutrition from a balanced diet • Know how much sleep we need at night • Identify aspects of fitness (agility, speed, balance and coordination) | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explain why exercise is good for their health • Know how to look after our teeth • Understand the benefits of technology • To know why good hygiene is important • Identify parts of the upper body, lower body and core muscles. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the reasons for warming up and cooling down • Demonstrate understanding of the importance of sleep for the body • Explain the importance of good hygiene • Identify the muscle groups used in different exercises | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the reasons for warming up and cooling down • Recognise the impact of diet exercise, drugs and lifestyle on the way their bodies function • Demonstrate knowledge and understanding of the reasons for exercise for mental health • Evaluate how different exercises affect physical and mental wellbeing |
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