



Physical Education Curriculum Intent

At the Flourish Federation, it is our intent that the Physical Education curriculum inspires children to have a lifelong love of movement, through a range of forms and disciplines through which we hope that they develop a passion for. We aim to expose children to a multitude of sports, both familiar and perhaps less so, allowing them to make their own choices about which sport-types they may wish to access in their future life.

We endeavour to give our children a strong skills-base, allowing them to access a wide variety of games and sports that they enjoy, where they can adapt and refine a range of techniques. We aim for children to develop cooperative and collaborative skills as part of a team, understanding fairness, respect and equity of play, giving them the ability to participate in competitive sports - providing opportunities and encouraging participation in inter/intra-school competitions. By giving the children this responsibility, we hope for them to learn the importance of communication, perseverance, team-work and organisation. Our curriculum will support children to build resilience and consistently strive to give their best efforts at all times, achieving their potential and personal best.

We strive to ensure our curriculum is inclusive to all, regardless of their motor-skills, ability and starting points, tailoring our curriculum to ensure that they have the best possible opportunities to achieve. We aim to celebrate the expertise and dedication that children bring from outside school clubs/cultural capital. Additionally, we educate the children about the implications and impact that sport and physical activity has on both their physical and mental health and how both of these will affect their overall well-being

Our intent is to ensure all children learn to swim at least 25 metres and have an awareness of water safety, in line with the Swim England Charter, recognising this as an important life skill - particularly within our locality - not only for children's safety but to enhance their life-experiences.



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INCLUSION BASELINE

Aim 1 – All pupils develop competence to excel in a broad range of physical activities.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Children respond imaginatively to words and music. Children show stillness when instructed. Children travel at a speed appropriate to how the music is played. Children experiment ways to move their body in creative ways. Children perform a simple travelling sequence. Children perform a simple sequence.	Children copy actions to represent a character. Children copy and lead actions. Children use their body creatively, exploring and creating actions and contact ideas using dynamics. Children travel in different directions with a partner and small group. Children create an 'ending'. Children perform dances and watch others to comment on their performance.	Children make decisions about the dynamic actions and poses they choose. To copy and remember a sequence of actions and poses. To develop travelling movements and explore how they could be improved. To create a group dance to tell a story. To perform a dance with a partner or group and watch others to comment on their performance, saying what they liked and what could be improved.	Children can copy remember and perform a dance phrase. Children can create short dance phrases that communicate an idea. Children can use canon, unison and formation to represent an idea. Children can match dynamic and expressive qualities to a range of ideas. Children can use counts to keep in time with a partner and group	Children can copy, remember and adapt set choreography. Children can choreograph considering structure individually, with a partner and in a group. Children can use action and reaction to represent an idea. Children can change dynamics to express changes in character or narrative. Children can use counts when choreographing short phrases.	Children can accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. Children can choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. Children can confidently perform choosing appropriate dynamics to represent an idea. Children can use counts accurately when choreographing to perform in time with others and the music.	Children can perform dances confidently and fluently with accuracy and good timing. Children can work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. Children can improvise and combine dynamics demonstrating an awareness of the impact on performance. Children can use counts when choreographing and performing to improve the quality of work.
Gymnastics/Yoga	Children hold a position on different body parts showing stillness. Children create big and small body shapes.	Children travel in different ways, high and low, linking them. Children hold still positions on large and small body parts. Children explore rocking on different body parts	Children remember low and high travelling sequences. Children will explore different ways of rocking and rolling and perform a forward roll.	Children can complete balances with increasing stability, control and technique. Children can demonstrate some strength and control when taking weight on	Children can use body tension to perform balances both individually and with a partner. Children can demonstrate increasing strength, control and	Children show increasing control and balance when moving from one balance to another. Children can use strength to improve the quality of an action and	Children can combine and perform more complex balances with control, technique and fluency. Children can demonstrate more complex actions with a



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	Children explore stretching and curling using apparatus. Children combine travelling with moments of stillness on apparatus. Children explore taking weight confidently and safely on hands and feet.	and in different directions. Children explore using push and pull actions to slide. Children choose and link ways of rocking and rolling. Children combine travelling, balancing and jumping on the floor. Children combine travelling, balancing and jumping onto apparatus.	Children explore travelling patterns in different directions. Children link travelling and balance movements together. Children develop jumping to show shapes in the air. Children link travel and balance movements together smoothly. Children create and perform balances and travelling actions with a partner. Children compose short sequences (3+) movements and to comment on what they see. To transfer sequences of linked movement onto apparatus and comment how you might improve what you see. Children perform and adapt paired sequences to include apparatus.	different body parts for longer periods of time. Children can demonstrate increased flexibility and extension in their actions. Children can choose actions that flow well into one another both on and off apparatus.	technique when taking own and others weight. Children can demonstrate increased flexibility and extension in more challenging actions. Children can plan and perform sequences showing control and technique with and without a partner	the range of actions available. Children can use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them. Children can create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	good level of strength and technique. Children can confidently transition from one action to another showing appropriate control and extension for the complexity of the action. Children can plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
Travelling	Children try to walk in different ways and directions. Children jump and land on your feet, in different ways, safely. Children develop control when hopping.	Children explore and change direction with equipment. Children move a ball with their hands. Children bounce a ball using their hands.	Children improve their ability to travel at different speeds and change direction. Children move and stop balls with their hands accurately.				



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	Children change speed when running. Children develop the ability to step - hop or skip.	Children explore travelling with a ball at their feet. Children travel with a stick and ball, using space in games.	Children develop the ability to dribble with their hands. Children keep control of the ball when dribbling with their feet. Children improve control and pass when dribbling with stick and ball.				
Invasion Games	Children explore changing direction to avoid others or obstacles.	Children explore ways to outwit a player. Children develop knowledge of attacking skills (feet/ sticks). Children develop knowledge of defending skills (feet/ sticks). Children take on the role of an attacker and defender in games.	Children improve knowledge of basic attacking and defending tactics. Children develop knowledge of marking and defending. Children use basic attacking and defending tactics in games. Children improve their ability to keep the ball.	Children can dribble the ball with one hand with some control in game situations. Children can dribble a ball with feet with some control in game situations. Children can use a variety of throwing techniques in game situations. Children can kick towards a partner in game situations. Children can catch a ball passed to them using one and two hands with some success. Children can receive a ball sent to them using different parts of the foot. Children can strike a ball with varying techniques.	Children can link dribbling the ball with other actions with increasing control Children can change direction when dribbling with feet with some control in game situations. Children can use a variety of throwing techniques with increasing success in game situations. Children can kick with increasing success in game situations. Children can catch a ball passed to them using one and two hands with increasing success. Children can receive a ball using different parts of the foot under pressure.	Children can use dribbling to change the direction of play with some control under pressure. Children can dribble with feet with some control under increasing pressure. Children can use a variety of throwing techniques with some control under increasing pressure. Children can use a variety of kicking techniques with some control under increasing pressure. Children can catch and intercept a ball using one and two hands with some success in game situations. Children can receive a ball using different parts of the foot under	Children can use dribbling to change the direction of play with control under pressure. Children can use a variety of dribbling techniques to maintain possession under pressure Children can use a variety of throwing techniques including fake passes to outwit an opponent. Children can select and apply the appropriate kicking technique with control. Children can catch and intercept a ball using one and two hands with increasing success in game situations. Children can receive a ball with consideration to the next move.



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				Children can change direction with increasing speed in game situations Children can use space with some success in game situations. Children can use simple tactics individually and within a team.	Children can strike a ball using varying techniques with increasing accuracy Children can change direction to lose an opponent with some success. Children can create and use space with some success in game situations. Children can use simple tactics to help their team score or gain possession.	pressure with increasing control. Children can strike a ball using a wider range of skills. Apply these with some success under pressure. Children can use a variety of techniques to change direction to lose an opponent Children can create and use space for self and others with some success Children can understand the need for tactics and can identify when to use them in different situations.	Children can strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. Children can confidently change direction to successfully outwit an opponent. Children can effectively create and use space for self and others to outwit an opponent. Children can work collaboratively to create tactics within their team and evaluate the effectiveness of these.
Striking and Fielding	Children explore ways of rolling a ball. Children explore throwing and catching. Children improve how we throw and catch a partner. Children throw objects at targets. Children dribble a ball with their hands.	Children develop ways of rolling, passing and stopping a ball (hands/feet). Children learn how to move into a space with a ball. Children improve how they pass and move into space. Children improve their ability to throw and catch underarm.	Children improve ways of stopping a ball. Children improve the ability to throw and catch underarm. Children improve their ability to pass and move into space using different balls. Children improve their ability to strike a ball with a bat.	Children can use a variety of throwing techniques in game situations. Children can catch a ball passed to them using one and two hands with some success. Children can strike a ball using varying techniques.	Children can use a variety of throwing techniques with increasing success in game situations. Children can catch a ball passed to them using one and two hands with increasing success Children can strike a ball using varying techniques with increasing accuracy.	Children can use a variety of throwing techniques with some control under increasing pressure. Children can catch and intercept a ball using one and two hands with some success in game situations. Children can strike a ball using a wider range of skills. Apply these with	Children can use a variety of throwing techniques including fake passes to outwit an opponent. Children can catch and intercept a ball using one and two hands with increasing success in game situations. Children can receive a ball with consideration of the next move.



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	Children develop our ability to trap a ball. Children travel with a ball at their feet. Children know and begin to use the ready position. Children hold equipment correctly when moving a ball. Children develop reactions and footwork. Children balance and bounce a ball using equipment.	Children throw underarm in different directions. Children develop the ability to strike a ball with a bat. Children improve their ability to hit a ball with their hands and rackets. Children take part in throwing and rolling games and aiming at targets. Children take part in small sided striking and fielding games. Children use the ready position when receiving a ball. Children move, hands, legs and eyes at the same time. Children improve how I push a ball along the ground using equipment such as a stick. Children hit a ball back to their partner using their hand and equipment. Children hit a target using equipment.	Children improve their ability to strike a ball using other bats and rackets. Children develop underarm throwing techniques. Children take part in small sided striking and fielding games abiding by key rules. Children move eyes and hands to improve hand-eye coordination Children can improve how they send a ball along the ground. Children hit a bouncing ball with equipment. Children return a ball before it bounces using equipment.	Children can use space with some success in game situations Children can use simple tactics individually and in a team. Children can change direction with increasing speed in game situations.	Children can create and use space with some success in game situations. Children can use simple tactics to help their team score or gain possession.	some success under pressure. Children can create and use space for self and others with some success Children can understand the need for tactics and can identify when to use them in different situations.	Children can strike a ball using a wider range of skills to outwit the opponent. apply these with increasing control under pressure. Children can effectively create and use space for self and others to outwit opponent. Children can work collaboratively to create tactics within their team and evaluate the effectiveness of these.
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Athletics (Fundamentals and Fitness)	Children explore travelling in different ways.	Children explore running in different ways.	Children develop the ability to run at speed.	Children can show balance, coordination and technique when running at different speeds, stopping with control.	Children can demonstrate how and when to speed up and slow down when running.	Children can run at the appropriate speed over longer distances or for longer periods of time.	Children can demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
	Children learn how to jump in different ways and land safely.	Children develop the ability to run for given periods of time without stopping.	Children develop the ability to keep moving for longer periods of time.	Children can link running, hopping and jumping actions using different take offs and landing.	Children can link hopping and jumping actions with some control.	Children can show control at takeoff and landing in more complex jumping activities.	Children can link running, jumping and hopping actions with greater control and co-ordination.
	Children use different throwing actions to throw as far as they can.	Children use different throwing actions to throw as far as they can.	Children use their bodies to jump as high or as far as possible.	Children can jump for distance and height with an awareness of technique.	Children can jump for distance and height showing balance and control.	Children can perform a range of more complex jumps showing some technique.	Children can perform jumps for height and distance using good technique.
	Children improve hitting a target.	Children improve accuracy at throwing targets.	Children develop the ability to run and jump over different obstacles.	Children can throw a variety of objects, changing action for accuracy and distance.	Children can throw with some accuracy and power towards a target area.	Children can show accuracy and power when throwing for distance.	Children can show accuracy and good technique when throwing for distance.
	Children explore passing a baton.	Children develop confidence in passing a baton.	Children learn how to perform a push/pull throw.	Children can demonstrate balance when performing other fundamental skills.	Children can demonstrate good balance when performing other fundamental skills.	Children can demonstrate good balance and control when performing other fundamental skills.	Children can show fluency and control when travelling, landing, stopping and changing direction.
			Children cooperate in team relays.	Children can show balance when changing direction in combination with other skills.	Children can show balance when changing direction at speed in combination with other skills.	Children can demonstrate improved body posture and speed when changing direction.	Children can change direction with a fluent action and can transition smoothly between varying speeds.
				Children can co-ordinate their bodies with increased consistency in a variety of activities.	Children can begin to co-ordinate their body at speed in response to a task.	Children can co-ordinate a range of body parts at increased speed.	Children can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.



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OAA (Outdoor Adventurous Activities)	Forest School - Children can develop themselves through healthy engagement with risk, problem-solving and self-discovery. Plan, Do, Review - physical activity.	Forest School - Children can develop themselves through healthy engagement with risk, problem-solving and self-discovery.		Forest School - Children can develop themselves through healthy engagement with risk, problem-solving and self-discovery.	Children can accurately follow instructions given by a peer and give clear and usable instructions to a peer. Children can confidently communicate ideas and listen to others before deciding on the best approach. Children can plan and apply strategies to solve problems. Children can identify key symbols on a map and use a key to help navigate around a grid. Children can watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	Forest School - Children can develop themselves through healthy engagement with risk, problem-solving and self-discovery. Forest School	Children can communicate with other clearly and effectively when under pressure. Children can confidently lead others and show consideration of including all within a group. Children can use critical thinking skills to form ideas and strategies, selecting and applying the best method to solve a problem. Children can confidently and efficiently orientate a map, identifying key features to navigate around a course. Children can accurately reflect on when challenges are solved successfully and suggest well thought out improvements.
Swimming and Water Safety					<i>*For a more detailed progression within swimming, please see the Award Level documents for Swimming*</i> Children perform three different shaped jumps into deep water.		



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					Children perform a head first scull for 5 metres. Children perform two out of the following three: . Swim 10 metres front crawl/ Swim 10 metres backstroke/ Swim 10 metres breaststroke. Children tread water for 30 seconds. Children perform a handstand or forward somersault, tucked in the water. Children swim 25 metres* (choice of stroke optional). Children can swim 10 metres wearing clothes - as a minimum T-shirt and shorts Children exit deep water safely without the use of steps. Safe Self Rescue Children enter the water using a fall in entry. Children float on the back or scull. Children tread water for 20 seconds with one arm in the air and shout for help. Children swim 15 metres on the front, rotate and swim 15 metres on the back to a floating object. Children take up the Heat Escape Lessening Position (H.E.L.P). Children swim 10 metres retaining a floating object Children take up the Huddle position. Children swim using a long arm front paddle (survival stroke) to the side. Children climb out from water of at least full reach depth without using the steps.	
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					Children discuss as a group when these skills might be used to self-rescue in different water based situations. Aquatic Skills Children can submerge to pick up an object from the bottom of the pool (full reach depth). Children participate in a game of mini-polo. Children discuss in their group the tactics and skills used and evaluate them. Children perform a movement sequence of one minute in a group of three or more, incorporating a number of different skills, for example: sculling, treading water, floating, rotations.	
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Aim 2 – All pupils are physically active for sustained periods of time.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Directed Physical Activity	2x Weekly PE lessons Plan, Do, Review outdoor physical activities Go Noodle BEAM for target children Yoga/ Sensory circuits for target children Selected after school clubs (tennis, cheerleading, running, football)	2x Weekly PE lessons Go Noodle BEAM for target children Yoga/ Sensory circuits for target children Selected after school clubs (tennis, cheerleading, running, football)	2x Weekly PE lessons Go Noodle BEAM for target children Yoga/ Sensory circuits for target children Selected after school clubs (tennis, cheerleading, running, football)	Forest school or double PE weekly BEAM for target children Go Noodle Sensory circuits for target children Selected after school clubs, such as, football/hockey/netball/forest school.	Double PE weekly BEAM for target children Go Noodle Sensory circuits for target children Selected after school clubs, such as, football/hockey/netball/forest school.	Forest school or double PE weekly Go Noodle BEAM for target children Sensory circuits for target children Selected after school clubs, such as, football/hockey/netball/forest school.	Double PE weekly Go Noodle BEAM for target children Sensory circuits for target children Selected after school clubs, such as, football/hockey/netball/forest school.
Independent Physical Activity	Lunchtime zones 2x Weekly Mile Run	Lunchtime zones 3x Weekly Mile Run	Lunchtime zones 5x Weekly Mile Run	Lunchtime zones Daily Mile	Lunchtime zones Daily Mile	Lunchtime zones Daily Mile	Lunchtime zones Daily Mile



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Aim 3 – All pupils engage in competitive sports and activities in competitive sports and activities.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inter-School	Children can wait their turn while someone has a turn. Children can praise others for winning races/ games. Children understand sometimes you win, and sometimes you lose and that is ok. Children participate in team games during Sports Day, running 10m in a relay. Children participate in an athlete visit, copying simple fitness movements.	Children can work as part of a team in games, encouraging others to do well. Children work in pairs to collaborate on physical activities, share their own ideas and listen to others to achieve a desired outcome. Children participate in team games during Sports Day with growing confidence, running 20m in a relay. Children participate in an athlete visit, copying fitness movements with growing control of their body..	Children work effectively as a team to meet a desired outcome. Children discuss with each other what worked well and what needs improving to move forward in a partnership/ group. Children are respectful of others, demonstrating good sportsmanship. Children participate in team games confidently during Sports Day, running 50m in a relay. Children participate in an athlete visit, copying fitness movements with precision and full body control.	Competitive PE lessons Sports Day Quidditch house games day. Children are respectful of others, demonstrating good sportsmanship. Children work in pairs to collaborate on physical activities, share their own ideas and listen to others to achieve a desired outcome.	Competitive PE lessons Sports Day Quidditch house games day. Children are respectful of others, demonstrating good sportsmanship. Children work in pairs to collaborate on physical activities, share their own ideas and listen to others to achieve a desired outcome.	Competitive PE lessons Daily Mile competition with Year 6 Sports Day Quidditch house games day. Children are respectful of others, demonstrating good sportsmanship. Children work in pairs to collaborate on physical activities, share their own ideas and listen to others to achieve a desired outcome.	Competitive PE lessons Daily Mile competition with Year 5 Sports Day Quidditch house games day. Children are respectful of others, demonstrating good sportsmanship. Children work in pairs to collaborate on physical activities, share their own ideas and listen to others to achieve a desired outcome.
Intra-School				Kent Teach Games tournaments Mini-Youth Games tournaments	Kent Teach Games tournaments Mini-Youth Games tournaments	Kent Teach Games tournaments Mini-Youth Games tournaments	Kent Teach Games tournaments Mini-Youth Games tournaments

Aim 4 - All pupils lead healthy, active lives (this is taught through a mixture of Jigsaw and P.E).

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children understand that they need exercise to keep their body healthy.	Children know the difference between being healthy and unhealthy.	Children know what they need to keep their body healthy.	Children understand how exercise affects their body and know why their heart and	Children understand the facts about smoking and its effects on health, and also some of the	Children know the health risks of smoking and can tell you how	Children can take responsibility for their health and make



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	Children know how moving and resting are good for their body. Children know which foods are healthy and not healthy and can make healthy eating choices. Children discuss how to help themselves go to sleep and understand why sleep is good for them. Children know why it is important to wash hands at specific times of the day e.g. before they eat and after the toilet.	Children know how to make healthy lifestyle choices. Children know how to keep themselves clean and healthy, and understand how germs cause disease and illness. Children understand that medicines can help them if they feel poorly and understand how to use them safely. Children can tell you why they think their body is amazing and can identify some ways to keep it safe and healthy.	Children know what relaxed/stressed mean, and know some things that make them feel relaxed. Children are motivated to make healthy lifestyle choices. Children understand how medicines work in their bodies and how important it is to use them safely. Children know which foods their bodies need every day to keep them healthy.	lungs are such important organs Children know that the amount of calories, fat and sugar they put into their body will affect their health Children can tell you their knowledge and attitude towards drugs Children understand how complex their body is and how important it is to take care of it	reasons some people start to smoke Children understand the facts about alcohol and its effects on health, particularly the liver Children can recognise when people are putting them under pressure and can explain ways to resist this when they want	tobacco affects the lungs, liver and heart. Children know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart Children understand how the media, social media and celebrity culture promotes certain body types Children can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures Children know what makes a healthy lifestyle including healthy eating and the choices they need to make to be healthy and happy	choices that benefit their health and well-being Children know about different types of drugs and their uses and their effects on the body particularly the liver and heart Children understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness Children can recognise stress and the triggers that cause this and they understand how stress can cause drug and alcohol misuse.

Appendix 1 - Knowledge of key terms and concepts

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Invasion		Invasion is running towards their opponent's half in order to gain some advantage, whilst being able to make simple defending actions, such as: tackling.		Running towards their opponent's area in order to gain the advantage within a game, whilst also defending their half by tackling or interception of a ball		Movements in which the aim is to invade an opponent's territory and score a goal or point, but also knowing how to defend their own area using techniques such as tackling in football and rugby;	



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						and confidently knowing how to intercept the play by closing down their opponent's area.	
Combination				Combination is a simple pass whilst attacking a defending, such as: a chest pass.	Combination is making passes whilst attacking and defending in order to gain the advantage. Passes include, chest, bounce and shoulder.	Combining a range of passing and movement techniques in order to gain the advantage whilst attacking. Such as: chest, bounce and shoulder passing.	Combination is combining a range of passing and movement techniques in order to gain the advantage whilst attacking and defending.
Isolation				Isolation is knowing how to make space within a game by moving away from your opponent.	Isolation is making space within a game in order to create some distance from your opponent in order to gain possession.	Making space within a game in order to create distance from your opponent and receive a pass to counter attacking confidently.	Mastering space within a game in order to create distance from your opponent so that you can receive a pass and execute your next action accurately by countering or passing a ball to a team member.
Running	Knowing some movement techniques in order to run.	Knowing where they are going and running in a straight line to a finish line.	Knowing where they are going and using arm movement to run in a straight line to a finish line.	Knowing some correct posture from the start in order to run faster to a finish line.	Knowing the correct posture at the start line in order to set off and run faster to a finish line, whilst starting to calculate their stride to run faster.	Positioning their body in order to develop their running technique by calculating stride length in order to achieve optimum speed.	Positioning their body appropriately in order to master their running technique, whilst using the power from their arms to thrust themselves forwards and calculate their stride length in order to achieve optimum speed.
Throwing	Knowing how to make a simple underarm throw with some control using their hands.	A simple underarm throw with some direction.	An underarm throw in the right direction towards another team member.	Knowing and developing throwing skills using some underarm and overarm movement and positioning.	Making underarm and overarm throws whilst standing in the correct position in order to connect a pass.	Propelling a ball or javelin with force through the air by underarm and overarm movements with confidence.	Mastering propelling a ball or javelin with force through the air using underarm and overarm movement at the correct trajectory.
Catching	Knowing how to make a simple catch using some control with their hands.	Knowing how to make a simple catch using their hands.	Knowing how to catch with their hands and being able to hold on to the ball.	Having the ability to receive the ball into their own possession via a pass from another teammate.	Having the ability to receive the ball into their own possession via a pass from another teammate using some correct positioning.	Receiving the ball into their own possession via a pass from another teammate using correct positioning, spacing and movement in many sports.	Mastering receiving the ball into their own possession via a pass from another teammate using correct positioning, spacing and movement in most sports.
Jumping	A jump up and down from a short height and landing appropriately.	Knowing how to run and make a simple jump onto a mat landing safely.	Knowing how to run and make a simple jump onto a mat, landing on two feet.	Making a run and a jumping onto a mat; or jumping with both feet together, from a short	Making a run and jumping onto a mat; or jumping with both feet together, from a higher	Being able to propel yourself through the air by running or from a higher position; landing	Knowing how to make a simple catch using some control with their hands.



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				height and landing safely.	position on a frame and landing safely in some sports.	safely into the correct position in many sports.	
Climbing	Travelling with confidence and skills around, over, under and through balancing and climbing equipment.						