

| Year Group | Overview | Sequence of learning (small steps) | Whole Child Objectives (SET) | End of Unit Outcomes | Vocabulary |
|------------|--|--|---|--|---|
| Year 1 | <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>In this unit pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.</p> | <ul style="list-style-type: none"> To develop knowledge of how exercise can make you feel. To develop knowledge about how exercise can make you strong and healthy. To develop knowledge about how exercise relates to breathing. To develop my understanding of how exercise helps my brain. To develop my understanding of how exercise helps my muscles. To begin to understand the importance of daily exercise. | <ul style="list-style-type: none"> Physical: run, jump, co-ordination, stamina, strength, agility, balance Social: communication, co-operation, support, work safely, kindness Emotional: kindness, perseverance, honesty, independence, determination Thinking: comprehension, creativity, problem solving, reflection, feedback | <ul style="list-style-type: none"> I can recognise changes in my body when I do exercise. I can share my ideas with other people in the class. I can talk about what exercise does to my body. I recognise how exercise makes me feel. I try my best in the challenges I am set. I understand why it is important to warm up. | <ul style="list-style-type: none"> Active Bones Brain Breathing Calm Exercise Fast Healthy Heart Memory Mood Muscles Quick Safe Strong |
| Year 2 | <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>In this unit pupils will take part in a range of activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> | <ul style="list-style-type: none"> To learn how to run for a long time. To develop jumping in a long rope using timing. To develop co-ordination in individual skipping. To develop stamina and change of direction. To explore exercises to develop strength. To develop agility, balance and co-ordination. | <ul style="list-style-type: none"> Physical: run, stamina, skip, co-ordination, agility, strength, balance Social: encourage others, communication Emotional: determination, perseverance Thinking: comprehension, identify strengths and areas for improvement | <ul style="list-style-type: none"> I can describe how my body feels during exercise. I can show hopping and jumping movements with some balance and control. I persevere with new challenges. I show determination to continue working over a longer period of time. I understand that running at a slower speed will allow me to run for a longer period of time. I work with others to turn a rope and encourage others to jump at the right time. | <ul style="list-style-type: none"> Bend Breathe Exercise Jog Gump Land Speed Sprint Steady Strong Time Tired |

The vocabulary highlighted in bold linked to key vocabulary progression across all aspects of FMS.

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| Year 3 | <p>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p> | <ul style="list-style-type: none"> To recognise different areas of fitness and explore what your body can do. To develop speed and strength. To develop co-ordination. To develop agility. To develop balance. To develop stamina. | <ul style="list-style-type: none"> Physical: agility, balance, co-ordination, speed, stamina, strength Social: support others, work safely, communication Emotional: perseverance, determination, honesty Thinking: identify areas of strength and areas for development | <ul style="list-style-type: none"> I can collect and record my scores, recognising my strengths. I can complete exercises with control. I can persevere when I find a challenge hard. I can provide feedback using key words. I can use key points to help me to improve my sprinting technique. I can work safely with others. I show balance when changing direction. I understand that there are different areas of fitness. | <ul style="list-style-type: none"> Accelerate Agility Balance Co-ordination Control Decelerate Direction Dynamic muscle Progress React Record Speed Stamina Static Strength Technique |
| Year 4 | <p>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p> | <ul style="list-style-type: none"> To recognise different areas of fitness and explore what your body can do. To develop speed and strength. To develop co-ordination. To develop agility. To develop balance. To develop stamina. | <ul style="list-style-type: none"> Physical: agility, balance, co-ordination, speed, stamina, strength Social: support others, work safely, communication Emotional: perseverance, determination, honesty Thinking: identify areas of strength and areas for development | <ul style="list-style-type: none"> I can collect and record my scores and identify areas I need to improve. I can use key points to help me to improve my sprinting technique. I share ideas and work with others to manage activities. I show balance when changing direction at speed. I show control when completing activities to improve balance. I show determination to continue working over a period of time. I understand there are different areas of fitness and that each area challenges my body differently. | <ul style="list-style-type: none"> Accelerate Agility Balance Co-ordination Control Decelerate Direction Dynamic muscle Progress React Record Speed Stamina Static Strength Technique |

The vocabulary highlighted in bold linked to key vocabulary progression across all aspects of FMS.

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| Year 5 | <p>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> | <ul style="list-style-type: none"> To develop an awareness of what your body is able to do. To develop speed and stamina. To develop strength using my own body weight To develop co-ordination. To develop agility. To develop balancing with control. | <ul style="list-style-type: none"> Physical: agility, balance, co-ordination, speed, stamina, strength Social: support and encourage others, collaboration Emotional: perseverance, determination Thinking: observation, analysis, comprehension | <ul style="list-style-type: none"> I can analyse my fitness scores to identify areas for improvement. I can choose the best pace for a running event and maintain speed. I can encourage and motivate others to work to their personal best. I can identify how different activities can benefit my physical health. I can work with others to manage activities. I understand the different components of fitness and how to test them. I understand what my maximum effort looks and feels like and I am determined to achieve it. | <ul style="list-style-type: none"> Abdominals Agility Analyse Calves Co-ordination Consistent Drive Engage Measure Motivate Persevere Power Quadriceps Record Rhythm Stable |
| Year 6 | <p>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> | <ul style="list-style-type: none"> To develop an awareness of what your body is able to do. To develop speed and stamina. To develop strength using my own body weight To develop co-ordination. To develop agility. To develop balancing with control. | <ul style="list-style-type: none"> Physical: agility, balance, co-ordination, speed, stamina, strength Social: support and encourage others, collaboration Emotional: perseverance, determination Thinking: observation, analysis, comprehension | <ul style="list-style-type: none"> I can change my running technique to adapt to different distances. I can collect, record and analyse scores to identify areas where I have made the most improvement. I can work with others to organise, manage and record information at a station. I encourage and motivate others to work to their best. I understand that there are different areas of fitness and how this helps me in different activities. I understand the different components of fitness and ways to test and develop them. I work to my maximum consistently when presented with challenges. | <ul style="list-style-type: none"> Abdominals Agility Analyse Calves Co-ordination Consistent Drive Engage Measure Motivate Persevere Power Quadriceps Record Rhythm Stable |

The vocabulary highlighted in bold linked to key vocabulary progression across all aspects of FMS.