

HIGH VIEW PRIMARY							
CURRICULUM AREA	Foundation Stage	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
VOCABULARY	Catching, throwing, challenge, team, jumping, running, games, dance, patterns, up, down, spin, turn, move, grow	Body, head, neck, arms, elbows, legs, knees, face, ears, eyes, feet, toes, fingers, ankle, thigh, hips, waist, chest, shoulders, back, hands, wrist, actions, push, rotate, right, left, pull, attack, defend, balance, skills, pass, shoot, bat, bowl, net	Communicate, agility, coordination, skeleton, blood, competing, bones, competitive, tactics, compare, speed, fitness, health, cooperative, fielding, striking, racket, water, food, air, breathing, survival, exercise, food types, fruit, vegetable, bread, rice, potato, pasta, milk, dairy, fat, sugar, meat, fish, egg, beans, hygiene, clean, wash, healthy	Strokes (swimming), breaststroke, glide, backstroke, front crawl, self-rescue, calf, oxygen, carbon dioxide, breathing, tricep, hamstring, lungs, groin, bicep, ribcage, evaluate, heart, muscle, diet, stretch, nutrition, nutrients, carbohydrates, protein, vitamins, minerals, fibre, skeleton, muscles, support, protection, movement, skull, ribs, spine, vertebrae, joints, sockets, bones, tendons, vertebrate, invertebrate	Pumping, personal best, improving, physical, control, strength, pressure, collaborate	sweat, stamina, squat, sequence, flexibility, technique, OOA, invasion	Lactic acid, static, dynamic, circulatory system, heart, blood, blood vessels, pumps, lungs, diet, exercise, drugs, lifestyle, veins, arteries, heart rate, circulation, valve, oxygenated, deoxygenated, respiration
	Physical development is one of the three prime areas within the EYFS. By the end of EYFS we are aiming for these goals Moving and handling - Children should show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment effectively. ONGOING Health and self care Children know the importance of good health which includes physical exercise and a healthy diet. Children are able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	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: <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 		Pupils 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: <ul style="list-style-type: none"> • 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. 			
Dance	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.	Copy and explore basic movements and body patterns Remember simple movements and dance steps Respond to range of stimuli. Change direction during travelling moves.	Copy and explore basic movements with clear control. Vary levels, speed and direction in sequence. Can vary the size of their body shapes	Independently explore dance movements to create a simple pattern of movement. Explore dance movements to create a simple pattern of movement with a partner. Perform a dance with rhythm and expression.	Identify and practise the patterns and actions of a chosen dance style. Create an individual dance that reflects the chosen dancing style. Create partnered dances that reflect the dancing style and	Create and perform an individual dance that reflects the chosen dancing style. Create group dances that reflect the dance style. Begin to exaggerate dance movements and motifs, using expression when moving.	Identify and practise the patterns and actions in a specific dance style. Independently create and perform a dance that represents a specific dance style.

	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Link moves together.</p> <p>Link travelling moves that change direction and level.</p> <p>Use a variety of moves.</p> <p>Explore basic body patterns and movements to music.</p> <p>Use a variety of moves that change speed and direction.</p> <p>Link together dance moves with gestures and changing direction in time to music.</p> <p>Practise starting movements from different positions.</p> <p>Complete an obstacle course with control</p>	<p>Use space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Respond imaginatively to stimuli.</p> <p>Explore different levels and speeds of movement.</p> <p>Compose and perform simple dance phrases.</p> <p>Show contrast in simple dances with body shape and position.</p> <p>Develop a range of dance movements and improve timing.</p> <p>Work to music creating movements that show rhythm and control.</p>	<p>Use knowledge of dance to create and tell a story in small groups.</p> <p>Develop precision of movement.</p> <p>Work cooperatively with a group to create a dance piece.</p> <p>Translate ideas from stimuli into movement with support.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>apply the key components of dance.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Begin to create longer dance sequences in a larger group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>To perform dance using a range of movement patterns.</p> <p>To perform and evaluate own and others' work.</p> <p>Modify parts of a sequence as a result of self-evaluation.</p> <p>Use simple dance vocabulary to compare and improve work</p>	<p>Demonstrate strong movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Begin to show a change of pace and timing in their movements.</p> <p>Use the space provided to his maximum potential.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>	<p>Create and perform a dance as a group that represents a specific dance style.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate a strong imagination when creating own dance sequences and motifs.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify parts of a sequence as a result of self and peer evaluation, explaining reasons for changes.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>
<p>Games</p>	<p>Develop overall body-strength, balance, co-ordination and agility</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Focus on Multi Skills</p> <p>Know it is important to warm up before exercise.</p> <p>Be able to follow instructions/rules to stay safe.</p> <p>Throw a ball underarm.</p> <p>Roll a ball.</p> <p>Hit a ball with a bat.</p> <p>Move and stop safely.</p> <p>Catch with both hands.</p> <p>Throw in different ways.</p> <p>Kick in different ways.</p>	<p>Focus on Multi Skills</p> <p>Suggest reasons why it is important to warm up before exercise, focus on following rules, staying safe etc.</p> <p>Vary their warm up and explain why they vary it.</p> <p>Use hitting, kicking and/or rolling in a game.</p> <p>Make decisions on how, when and where they use which technique for which activity.</p> <p>Know how to use basic equipment safely and effectively.</p>	<p>Cricket - YCB/WCC</p> <p>Begin to understand and explain the need for a warm up and its outcomes.</p> <p>Use hitting, kicking and/or rolling in a game with control/accuracy.</p> <p>Make decisions on how, when, where and which circumstances they use which technique for which activity. e.g. when an overarm/underarm throw is appropriate.</p> <p>Begin to use a wider range of equipment.</p>	<p>Explain why it is important to warm up and cool down using simple vocabulary.</p> <p>Use hitting, kicking and/or rolling in a game with increasing control/accuracy.</p> <p>Begin to communicate with peers/team mates more effectively to contribute to a common goal.</p> <p>Make better decisions on how, when, where and which circumstances they use which technique for which activity. e.g. when an overarm/underarm throw is appropriate.</p>	<p>Explain why it is important to warm up and cool down using complex vocabulary.</p> <p>Consistently use hitting, kicking and/or rolling in a game with control and accuracy.</p> <p>Explain how the body reacts to different kinds of exercise.</p> <p>Choose appropriate warm ups and cool downs.</p> <p>Explain why we need regular and safe exercise.</p> <p>Show precision, control and fluency.</p> <p>Explain complicated rules.</p>	<p>Explain why it is important to warm up and cool down using complex vocabulary accurately.</p> <p>Demonstrate a well-rounded and contextual understanding of the rules of selected sports, explaining these to peers.</p> <p>Demonstrate a well-rounded and contextual understanding of the tactics of selected sports.</p> <p>Lead their own warm up, explaining their reasoning for each aspect.</p> <p>Consistently use different techniques of hitting, kicking</p>

		<p>Use basic equipment safely.</p> <p>Participate in small team games.</p> <p>Use a plastic bat to send a bean bag in a forward's direction, and over a net.</p> <p>Hit the ball with the cricket bat with 2 bounces most of the time.</p> <p>Catch the ball consistently when throwing and catching.</p>	<p>Participate in team games.</p> <p>Begin to discuss their performance relative to others (what was the same what was different?)</p> <p>Understand the technique required to send a bean bag over a net using a plastic bat, and can progress to hitting a tennis ball over the net.</p> <p>Bowl the ball most of the time accurately towards the wickets so that the batter can hit it.</p> <p>Hit the ball most of the time with one bounce using the bat when it's bowled towards me.</p>	<p>Participate effectively in small team games.</p> <p>Begin to discuss their performance relative to others (what was the same what was different?) and suggest how they could improve.</p> <p>SOME</p> <p>Understand the technique required when receiving a tennis ball and volley to hit over the net.</p> <p>Understand that when bowling overarm to keep arm straight.</p> <p>Hold the bat properly and can use it to hit the ball confidently and accurately most of the time.</p>	<p>Understand what is expected of them and team mates in a team game.</p> <p>Effectively lead others in a game situation.</p> <p>Perform a short tennis rally with a partner over the net</p> <p>Perform a short volleyball rally with a partner over the net.</p> <p>Use a variety of shots when batting to defend and attack.</p> <p>Bowl on target and show good attempts at bowling overarm showing good technique.</p> <p>Understands how to cover different areas when fielding</p>	<p>Make a team plan and communicate it to others.</p> <p>Lead others in a game situation.</p> <p>Apply their skills, techniques and ideas consistently.</p> <p>Analyse and explain why they have used specific skills or techniques.</p> <p>Modify use of skills or techniques to improve their work as a result of self-evaluation.</p> <p>Create their own success criteria for evaluating.</p> <p>Utilise and apply all previously learned skills in a competitive situation.</p> <p>Apply movement, positioning, and striking/hitting skills in a tennis/ volleyball match and rally.</p> <p>Bowl the ball overarm towards the wickets consistently</p> <p>Hit the ball into spaces to avoid the fielding players.</p> <p>Understand and show good positioning and teamwork when fielding</p>	<p>and/or rolling in a game with control and accuracy.</p> <p>Explain how the body reacts to different kinds of exercise using scientific vocabulary accurately.</p> <p>Choose appropriate warm ups and cool downs for a range of activities.</p> <p>Explain why we need regular and safe exercise using complex vocabulary.</p> <p>Consistently show precision, control and fluency.</p> <p>Make a team plan and effectively communicate it to others.</p> <p>Consistently apply their skills, techniques and ideas to a range of game situations.</p> <p>Analyse and explain why they have used specific skills or techniques in detail.</p> <p>Modify use of skills or techniques to improve their work as a result of self or peer evaluation.</p> <p>Create their own success criteria for evaluating.</p> <p>Utilise and apply all previously learned skills in a competitive situation.</p> <p>Apply movement, positioning, and striking/hitting skills in a tennis/ volleyball match and rally</p> <p>Show umpiring skills and understanding of the rules and scoring system of a tennis and volleyball match.</p>
--	--	---	--	---	---	---	--

							Make own decisions effectively when battling, bowling and fielding and can offer advice and help to other members of their team to improve performance.
Gymnastics	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p>	<p>Copy and explore basic movements with some control and coordination.</p> <p>Can perform different body shapes.</p> <p>Perform at different levels.</p> <p>Can perform 2 footed jump.</p> <p>Can use equipment safely.</p> <p>Balances with some control <i>e.g. on a bench.</i></p> <p>Can link 2-3 simple movements.</p> <p>Create and perform simple sequences.</p> <p>Link combinations of movements and shapes with control.</p>	<p>Explore and create different pathways and patterns.</p> <p>Use equipment in a variety of ways to create a sequence.</p> <p>Link movements together to create a sequence.</p> <p>Remember and repeat simple gymnastic actions with control.</p> <p>Balance on isolated parts of the body using the floor.</p> <p>Begin to develop a range of gymnastic movements (focus on balance).</p> <p>Link gymnastic actions into a sequence.</p> <p>Explore different ways of moving on large apparatus.</p>	<p>Apply compositional ideas independently and with others to create a sequence.</p> <p>Copy, explore and remember a variety of movements and use these to create their own sequence.</p> <p>Begin to notice similarities and differences between sequences.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements.</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc.</p> <p>Explore jumping techniques and link them with other gymnastic actions.</p> <p>Describe their own work using simple gym vocabulary.</p> <p>Select and adapt appropriate actions to suit a task.</p>	<p>Link skills with control, technique, co-ordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Create sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p> <p>Identify and practise symmetrical and asymmetrical body shapes. (Synconised)</p> <p>Use counterbalances and incorporate them into a sequence of movements.</p> <p>Begin to use gym vocabulary to describe how to improve and refine performances.</p> <p>Perform and evaluate own and others' work.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Use and refine: flexibility, strength, balance, power, mental focus.</p> <p>Develop skills for movement including rolling, bridging and dynamic movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapt sequences to include a partner or a small group.</p> <p>Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Identify and practise gymnastic shapes and balances.</p> <p>Perform movements in canon and in unison.</p>
Athletics	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p>	<p>Use varying speeds when running.</p> <p>Explore footwork patterns.</p> <p>Explore arm mobility.</p> <p>Explore different methods of throwing.</p> <p>Practise short distance running.</p> <p>Can jump from a standing position.</p>	<p>Change speed and direction whilst running.</p> <p>Can run with agility and confidence.</p> <p>Can jump from a standing position with accuracy.</p> <p>Explore different jumping techniques and the effects e.g. for distance or height.</p>	<p>Begin to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i></p> <p>Perform a running jump with some accuracy.</p> <p>Perform a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>To select and maintain a speed appropriate for the distance.</p> <p>Continue to build a variety of running techniques and use with confidence.</p> <p>Perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i></p>	<p>Use correct technique to run at speed.</p> <p>Develop the ability to run for distance.</p> <p>Consistently throw with accuracy and power.</p> <p>Identify and apply techniques of relay running.</p> <p>Explore different footwork patterns.</p>	<p>Investigate running styles and changes of speeds.</p> <p>Record peers' performances, and evaluate these.</p> <p>Develop the ability to run for longer distances.</p> <p>Effectively identify and apply techniques of relay running.</p> <p>Consistently demonstrate selection of most effective</p>

			<p>Perform a variety of throws with control and co-ordination.</p> <p>Can use equipment safely.</p> <p>Hurdle an obstacle and maintain effective running style.</p> <p>Run for a longer distance.</p> <p>Complete and obstacle course with control and agility.</p>	<p>Understand a relay and passing a baton.</p> <p>Run in different directions and at different speeds, using good technique.</p> <p>Compete in a competition, recording scores.</p>	<p>Demonstrate accuracy in throwing and catching activities.</p> <p>Practise throwing with power and accuracy.</p> <p>Throw safely with understanding.</p> <p>Demonstrate good running technique in a competitive situation.</p> <p>Can use a wider range of equipment safely and with good control.</p> <p>To utilise all previously learned skills in a competitive situation.</p> <p>Describe good athletic performance using correct vocabulary.</p>	<p>Demonstrate good techniques in a competitive situation.</p> <p>Beginning to record peers' performances, and evaluate these.</p> <p>Describe good athletic performance using complex vocabulary.</p>	<p>techniques in a competitive situation.</p> <p>Accurately describe good athletic performance in detail, using complex vocabulary.</p>
<p>Outdoor Adventurous Activities (OAA)</p>	<p>Outdoor play – continuous provision</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Travel with confidence and skill around, under, over and through balancing and climbing equipment.</p>			<p>Beginning to think activities through and problem solve.</p> <p>Demonstrates an understanding of how to stay safe.</p> <p>Discuss and work with others in a group.</p> <p>Respond to simple challenges and problems solving tasks in a familiar environment.</p>	<p>Choose and apply strategies to solve problems with support.</p> <p>Begin to develop a range of strategies in order to stay safe.</p> <p>Work with others to suggest ideas to solve problems.</p> <p>Respond to more varied challenges in different environments.</p>	<p>Choose and apply strategies to solve problems independently.</p> <p>Have a secure bank of strategies in order to stay safe.</p> <p>Contribute to a team to solve problems.</p> <p>Devise appropriate responses to challenges and tasks and adapt to changing circumstances.</p>	<p>Choose and apply the most effective strategies to solve problems independently.</p> <p>Explain reasons for their choice of strategy used to solve a problem.</p> <p>Explain how different strategies enable them to keep themselves safe in different environments.</p> <p>Effectively make significant contributions to a team to solve problems.</p> <p>Account for, and act upon, other people's suggestions in a team.</p> <p>Plan and respond to more complex challenges in different environments and in unfamiliar circumstances.</p>

<p>Swimming</p>				<p>Enter the water safely and develop water confidence and competence.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>	<p>If children do not achieve the statutory requirements in Year 3, they will be allowed to return and be expected to complete these objectives in Year 4.</p>		
<p>Evaluation</p>	<p>Creating and thinking critically</p> <p>Choose own ways to do things</p> <p>Check how well their activities are going, changing strategy as needed</p> <p>Review how well their approach worked</p>	<p>Comment on own and others performance.</p> <p>Begin to discuss their performance relative to others (what was the same what was different?)</p>	<p>Give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p> <p>Discuss their performance relative to others (what was the same what was different?) and suggest how they could improve.</p>	<p>Watch and describe performances accurately.</p> <p>Begin to think about how they can improve their own work.</p> <p>Use simple but specific vocabulary to compare, improve and refine own or others' performances.</p> <p>Select appropriate actions to suit a task.</p>	<p>Work with a partner or small group to improve their skills.</p> <p>Modify part of a performance as a result of self-evaluation.</p> <p>Select and adapt appropriate actions to suit a task.</p> <p>Use specific vocabulary to compare, improve and refine own or others' performances.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Make decisions on how, when, where and which circumstances they use which technique for which activity. e.g. when an overarm/underarm throw is appropriate.</p>	<p>Be able to explain reasons for certain aspects of their own performance.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences using technical and specific vocabulary.</p> <p>Record peers' performances, and evaluate these.</p> <p>Modify work as a result of self and peer evaluation.</p> <p>Use complex vocabulary to compare and improve own and others' performance.</p> <p>Choose appropriate warm ups and cool downs.</p> <p>Analyse and explain why they have used specific skills or techniques.</p> <p>Modify use of skills or techniques to improve their work as a result of self or peer evaluation.</p>	<p>Watch and describe performances accurately using technical vocabulary.</p> <p>Able to suggest reasons for different aspects of peers' performances.</p> <p>Respond to feedback from peers and adapt/refine their performance accordingly.</p> <p>Effectively evaluate tactics and techniques to help improve performances.</p> <p>Use complex, technical vocabulary when evaluating own or others' performances.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Choose appropriate warm ups and cool downs for a range of activities.</p> <p>Create their own success criteria for evaluating.</p>

<p style="text-align: center;">Healthy Lifestyles</p>	<p>Eat a healthy range of foodstuffs and understands need for variety in food.</p> <p>Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Practice some appropriate safety measures without direct supervision.</p> <p>Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p>	<p>Know it is important to warm up before exercise.</p> <p>Be able to follow instructions/ rules to stay safe.</p> <p>Use basic equipment safely.</p>	<p>Suggest reasons why it is important to warm up before exercise, focus on following rules, staying safe etc.</p> <p>Know how to use basic equipment safely and effectively.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Begin to understand and explain the need for a warm up and its outcomes.</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>Explain why it is important to warm up and cool down using simple vocabulary.</p>	<p>Explain why it is important to warm up and cool down using complex vocabulary.</p> <p>Explain how the body reacts to different kinds of exercise.</p> <p>Choose appropriate warm ups and cool downs.</p> <p>Explain why we need regular and safe exercise.</p> <p>Describe the changes as humans develop to old age.</p>	<p>Explain why it is important to warm up and cool down using complex vocabulary accurately.</p> <p>Lead their own warm up, explaining their reasoning for each aspect.</p> <p>Explain how the body reacts to different kinds of exercise using scientific vocabulary accurately.</p> <p>Choose appropriate warm ups and cool downs for a range of activities.</p> <p>Explain why we need regular and safe exercise using complex vocabulary.</p> <p>Explain different aspects of exercise and a healthy lifestyle and the importance of maintaining these.</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>
--	--	---	--	--	--	---	---