



## Physical Education

### Dance

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>experiment with different ways of moving.</li> <li>Move confidently, safely negotiating space.</li> <li>Show good control and co-ordination in large and small movements</li> <li>Build a repertoire of dances</li> <li>Make dances and experiment ways of changing them</li> <li>Represent own ideas, thoughts and feelings through dance</li> </ul>	<ul style="list-style-type: none"> <li>respond to a stimuli and improvise an idea</li> <li>use space well and are aware of others within the space</li> <li>display good footwork and can 'go' and 'stop' with control</li> <li>perform basic dance actions with some understanding of mood and feeling</li> <li>change and vary direction and pathway of activities</li> <li>change and vary the levels of activities</li> <li>change and vary size and shape of actions: small, large, spiky, twister, curled, stretched</li> <li>change and vary speed of actions</li> <li>change and vary the weight of actions</li> <li>copy and perform simple movements or rhythmic patterns</li> <li>explore a range of movements suitable to the idea</li> <li>perform with appropriate dynamics to interpret an idea</li> <li>choose appropriate movements to create a short, simple dance phrase</li> <li>perform a whole dance with a simple structure</li> <li>work with a partner to show simple</li> </ul>	<ul style="list-style-type: none"> <li>respond imaginatively to a range of stimuli related to character and narrative</li> <li>perform basic dances and actions with fluency</li> <li>perform with expression and sensitivity to the idea and accompaniment</li> <li>copy, refine and repeat dance phrases</li> <li>start to develop and edit their movement</li> <li>use simple motifs and movement patterns to structure dance phrases independently, with a partner or in a group</li> <li>dance in different group formations</li> <li>link movements together using transitional movements</li> <li>observe themselves and others dancing</li> <li>describe and interpret the dances of other using appropriate language</li> <li>can suggest how dances can be improved</li> <li>demonstrate the ability to choose the movements which reflect the dance idea</li> <li>dance with greater control</li> </ul>	<ul style="list-style-type: none"> <li>respond to a range of stimuli and accompaniment, including abstract images</li> <li>perform the basic dance actions with increased control, accuracy, fluency and co-ordination</li> <li>perform with expression and improvise freely using a range of continuous movements and patterns</li> <li>perform set dances from different times, places and customs</li> <li>select and use a range of compositional ideas to create motifs that demonstrate their dance ideas.</li> <li>work collaboratively in small groups to communicate dance ideas</li> <li>create their work in the context of a whole dance</li> <li>observe themselves and others dancing, including professionals, and talk about dance with understanding</li> <li>use appropriate language and terminology, including descriptive language</li> <li>identify and explain parts of the dance that work well</li> <li>recognise how costume, music and set contribute to a performance</li> </ul>



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	<p>relationships and compositional skills: copy movements, follow the leader etc.</p> <ul style="list-style-type: none"> <li>describe a short dance using appropriate vocabulary</li> <li>comment constructively on their own performance or that of others</li> </ul>	<ul style="list-style-type: none"> <li>use acceleration and deceleration</li> <li>understand how dance communicates moods, ideas and feelings</li> </ul>	<ul style="list-style-type: none"> <li>identify what types of exercise they need to do to help their dancing</li> <li>refine and improve movement</li> <li>create clear sections in their dance with changes in dynamic and mood</li> </ul>
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### Gymnastics

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>jump of an object and land appropriately</li> <li>experiment with different ways of moving</li> <li>travel with confidence and skill around, under, over and through balancing and climbing equipment</li> <li>Move confidently, safely negotiating space</li> <li>Show good control and co-ordination in large and small movements</li> </ul>	<ul style="list-style-type: none"> <li>travel confidently and competently on different parts of the body, creating different shapes</li> <li>bounce, hop, spring, jump and land using a variety of take-offs and landing</li> <li>rotate and twist on different body parts</li> <li>rolls sideways and forwards</li> <li>hold a still, balanced position on large or small body parts</li> <li>use space and apparatus safely</li> <li>lift, carry and assemble their apparatus in small groups</li> <li>plan sequences of 3 or more movements which they remember and repeat</li> <li>show sequences with a clear beginning, middle and end</li> </ul>	<ul style="list-style-type: none"> <li>travel fluently in a variety of ways, demonstrating different pathways</li> <li>understand and demonstrate a change of direction</li> <li>bounce and jump to receive and transfer weight safely</li> <li>rotate and roll on different body parts</li> <li>rotate and roll in different directions, shapes and speeds</li> <li>balance to show specific shapes</li> <li>use space and complex apparatus safely with pairs and small groups</li> <li>are responsible for safely moving and constructing their apparatus</li> <li>understand and show how to move into a range of skills</li> <li>show a range of skills with control</li> <li>identify and use planned</li> </ul>	<ul style="list-style-type: none"> <li>travel fluently in a variety of ways taking weight on hands</li> <li>show fluency and control when showing skills</li> <li>travel rhythmically in pairs or small groups, including synchronisation and canon</li> <li>understand and demonstrate five basic jumps showing different shapes and directions in the air</li> <li>show flight from feet to hands to feet</li> <li>identify and use rotation or rolling around three different axes</li> <li>use balances to make holes or barriers for a partner to travel over, under or through</li> <li>make linked balances with a partner, extending with pushes and pulls</li> </ul>



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	<ul style="list-style-type: none"> <li>• demonstrate an understanding of how to create different pathways</li> <li>• move in different directions</li> <li>• demonstrate contrasts in levels, speed and shape</li> <li>• perform simple skills with a partner on floor and apparatus, e.g. follow the leader, working side by side</li> <li>• observe and copy the movements of others</li> <li>• use observation to practise and improve the quality of their own work</li> <li>• safely adapt floor work for apparatus</li> <li>• use appropriate vocabulary to describe what they and others are doing</li> <li>• are active throughout the lesson and are willing to practise improvement</li> </ul>	<p>variations in speed, directions and pathways</p> <ul style="list-style-type: none"> <li>• create sequences with a partner on floor and apparatus using a range of relationships</li> <li>• describe what they intend to produce</li> <li>• observe and describe movements of others with appropriate language</li> <li>• understand and makes a good sequence</li> <li>• are able to analyse and say why they like a sequence</li> <li>• use the work of others to improve their own performance</li> <li>• know that exercise can support teamwork and cooperation</li> <li>• know that any skill should be learnt and practised in a progressive way</li> </ul>	<ul style="list-style-type: none"> <li>• use space and apparatus safely in twos and small groups</li> <li>• know the principals for the safe siting of apparatus and can construct their own apparatus to complete a specific task</li> <li>• identify and use planned variations in speed, levels, directions and pathways</li> <li>• understand that a well-balanced sequence contains elements of all categories of movement (travel, balance, jump and turn)</li> <li>• adapt, refine and develop movement and skills to work with a partner or group</li> <li>• understand the range of partner-relationships that can be used</li> <li>• sustain concentration and practise to improve</li> <li>• adapt and transfer sequences to challenging apparatus</li> <li>• understand the compositional principals of sequencing and recognise when they are absent</li> <li>• work independently or collaboratively to construct, practise, evaluate and improve a sequence of movement</li> <li>• accept advice and use it in a reflective way to improve their work</li> </ul>
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### Games

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>Show increasing control over an object in pushing, patting, throwing, catching and kicking it</li> <li>Move confidently, safely negotiating space</li> <li>Show good control and co-ordination in large and small movements</li> </ul>	<ul style="list-style-type: none"> <li>Perform in a coordinated and controlled manner a range of 'sending', 'receiving' and 'travelling with' skills.</li> <li>Send a ball and range of equipment by sliding, pushing, rolling, bouncing, throwing, kicking and heading</li> <li>Gather ball or piece of equipment with hands, feet and other body parts or an implement</li> <li>Travel with a ball or piece of equipment by carrying, balancing, pushing, tapping, bouncing or by dribbling with hands, feet or an implement</li> <li>Sustain concentration and practise to improve and perform with more confidence</li> <li>Repeat and use the skills with co-ordination and control in a variety of cooperative and competitive games</li> <li>Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to turn</li> <li>Create games as an individual or in pairs</li> <li>Understand the importance of rules and play within them and know how</li> </ul>	<p><b>Net/court Games:</b></p> <ul style="list-style-type: none"> <li>perform basic skills with control and consistency</li> <li>keep a game going with a range of throwing techniques, e.g. overarm, underarm, one-handed</li> <li>adapt and refine the speed and direction of the ball</li> <li>play games using a bat or racquet, get their feet in line with the ball and position their body correctly for hitting the ball</li> <li>hit a ball accurately which has been fed to them</li> <li>keep a rally going using a small range of shots, e.g. forehand, backhand, soft shots etc.</li> <li>choose and say why they stand in a particular place to receive a ball</li> <li>try to make things difficult for an opponent by sending the ball at different speeds and heights</li> <li>keep to the rules of the game</li> <li>create their own net/court game and adjust their own rules</li> <li>describe what is successful about their own play and the play of others</li> <li>identify areas of their play that</li> </ul>	<p><b>Net/court Games:</b></p> <ul style="list-style-type: none"> <li>Use forehand, backhand and overhead shots increasingly well in the games they play</li> <li>Use volley in games where it is important</li> <li>Use the skills they prefer with competence and consistency</li> <li>Show good back-swing, follow through and feet positioning</li> <li>Direct the ball reasonably well towards their opponent's court or target area</li> <li>Play cooperatively with a partner</li> <li>Apply rules consistently and fairly</li> <li>Hit the ball with purpose, varying the height, speed and direction</li> <li>Explain what they try to do and why</li> <li>Recognise the spaces on their opponent's court and hit the ball towards them</li> <li>position themselves well in the court</li> <li>Know what they are successful at and what they need practise</li> </ul>



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	<p>to score</p> <ul style="list-style-type: none"> <li>• Change the rules of the game to make it better or more challenging</li> <li>• Combine skills e.g. dribble and kick</li> <li>• Develop simple tactics and use appropriate ones to suit different situations</li> <li>• Watch and describe performances accurately</li> <li>• Observe demonstrate and copy someone else's game or idea</li> <li>• Use what they have learnt to improve the quality and control of their work</li> <li>• Work well with a partner or small group to improve their skills</li> <li>• Move safely and actively about the space and when using equipment</li> <li>•</li> </ul>	<p>can be improved and suggest strategies</p> <ul style="list-style-type: none"> <li>• work cooperatively to organise and maintain a game</li> <li>• describe the goal and format of a created game</li> </ul> <p><b>Striking and Fielding Games:</b></p> <ul style="list-style-type: none"> <li>• Use a range of throwing, striking, intercepting and stopping skills with increasing control</li> <li>• Strike a ball with intent and when bowling/fielding throw is more accurately</li> <li>• Catch the ball reasonably well and consistently intercept and stop the ball</li> <li>• Return the ball quickly and accurately</li> <li>• Select appropriate batting and throwing skills to make the game harder for their opponents</li> <li>• Judge how far they can run to score points and not be out</li> <li>• Choose where to stand as a fielder to make it hard for the batter to score</li> <li>• Work as a team to make it harder for the batter</li> <li>• Know the rules of the game and keep to them</li> <li>• Create their own striking/fielding game with own rules</li> </ul>	<p>in</p> <ul style="list-style-type: none"> <li>• suggest ideas for practise</li> <li>• Attempt strategies and ask for help in improving</li> <li>• Work cooperatively with others, adapting play to the strengths of those playing</li> </ul> <p><b>Striking and Fielding Games:</b></p> <ul style="list-style-type: none"> <li>• Use different ways of bowling accurately</li> <li>• Vary how they bowl</li> <li>• Bat effectively, striking the ball in different ways</li> <li>• Field the ball with increased accuracy and move to get their body behind the ball</li> <li>• Throw over-arm over a good distance with some accuracy</li> <li>• Hit the ball from either side of the body</li> <li>• Control the hit and direct the ball away from fielders using various angles and speeds</li> <li>• Work collaboratively in pairs, groups activities and small competitive games</li> <li>• plan to outwit the opposition</li> <li>• Judge when to run after hitting the ball</li> <li>• Use tactics which involve bowlers and fielders working as a team</li> </ul>
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		<ul style="list-style-type: none"> <li>Describe what they are doing and recognise what is successful in their own and others' play</li> <li>Identify parts of their performance to be improved and suggest ways to achieve this</li> <li>Work cooperatively to keep the game going</li> <li>Describe the intentions and format of a created game</li> </ul> <p><b>Invasion Games:</b></p> <ul style="list-style-type: none"> <li>Pass and receive with hands in a variety of ways, e.g. chest pass, shoulder pass, bounce pass etc.</li> <li>Pass and receive using various techniques, e.g. high, low, fast, slow</li> <li>Change direction and speed when travelling with the ball</li> <li>Show increasing control and consistency in games</li> <li>Play with greater flow and increased speed of passing</li> <li>Understand and play to the rules of the game</li> <li>Modify rules of an existing game in agreement with others</li> <li>Create own game collaboratively, develop and adjust rules</li> <li>Teach own game to others</li> <li>Know and understand a range of simple tactics, e.g. maintaining possession, challenging opponent,</li> </ul>	<ul style="list-style-type: none"> <li>use and apply the basic rules consistently and fairly</li> <li>know what they are successful at and what they need to practise more</li> <li>recognise and describe the best points in an individual's or team's performance</li> <li>Pick out parts of performance that are weakest and suggest practise to support improvement</li> </ul> <p><b>Invasion Games:</b></p> <ul style="list-style-type: none"> <li>Use a range of different techniques for passing, controlling, dribbling and shooting in games</li> <li>Adapt the skills to meet the needs of the situation or game</li> <li>Perform skills at greater speeds</li> <li>Mark a player or space, intercept, pass and tackle safely</li> <li>Shoot from a distance and from close range</li> <li>Play small invasion games with reasonable fluency</li> <li>Choose when to pass or dribble so they maintain possession</li> <li>Apply basic principles of team play to keep possession of the</li> </ul>
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### Physical Education

		<p>getting into position to shoot</p> <ul style="list-style-type: none"> <li>• Apply principals and simple tactics in a range of similar games</li> <li>• Know and explain the tactics and skills that they are confident with</li> <li>• Choose different ways of practising these skills</li> <li>• Recognise what they do best and worst</li> <li>• Recognise and ask clearly when they need help</li> <li>• Work with others to organise and maintain game play</li> <li>• Describe the intentions and format of a created game</li> </ul>	<p>ball and make progress towards the goal</p> <ul style="list-style-type: none"> <li>• Use marking, tackling and interception to improve defence</li> <li>• Know what position they are playing and contribute appropriately to game play</li> <li>• Choose and use different formations to help them team be more attacking or defensive</li> <li>• understand how to use and adapt the formations across different types of invasion games</li> <li>• Know what they successful at and what they need practise in</li> <li>• recognise and describe the best points of an individual or team performance</li> <li>• Pick out areas of performance for improvement and suggest appropriate practise strategies</li> </ul>
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## Physical Education

### Athletics

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>Move confidently, safely negotiating space</li> <li>Show good control and co-ordination in large and small movements</li> </ul>	<ul style="list-style-type: none"> <li>Run fast over a short distance and stay in line</li> <li>Carry or dribble different equipment as they move</li> <li>Change direction and turn quickly</li> <li>Change speed with control</li> <li>Understand that arm action and leg drive are important when running fast and recognise when they are absent</li> <li>Recognise and be able to show different types of throw:                         <ul style="list-style-type: none"> <li>Push throw</li> <li>Pull throw</li> <li>Fling throw</li> </ul> </li> <li>Recognise and explain why different equipment and different styles of throw give different results</li> <li>Demonstrate different take-offs and landing when jumping</li> <li>Understand and explain how to land safely</li> <li>Work co-operatively and competitively in small relay teams with 'tag' take-overs</li> <li>Understand safety rules and work within them</li> </ul>	<ul style="list-style-type: none"> <li>Move consistently and smoothly when running for sustained periods or sprinting</li> <li>Know and demonstrate a range of throwing techniques</li> <li>Throw a range of appropriate implements with consistency and accuracy into specific target areas.</li> <li>Jump with control and consistency and show co-ordination when demonstrating different combinations of jumps</li> <li>Know that there are different styles of running, jumping and throwing</li> <li>Recognise the need to choose the appropriate styles to meet the needs of the challenge</li> <li>Pace and sustain their effort to maintain the quality of their performance</li> <li>Demonstrate a suitable method of shuttle relay change-over for both incoming and outgoing runners</li> <li>Watch others' perform and describe specific aspects of basic technique</li> <li>Compare and contrast performances using appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Sustain their pace over longer distances and choose the best pace for a running event</li> <li>Throw with greater control in different styles and show accuracy and good technique when throwing for distance</li> <li>Consistently perform a variety of jumps showing power and control at take-off and safe practise when landing</li> <li>Organise themselves safely in small groups to take turns or work as a team</li> <li>Take different roles in the group e.g. starter or judge</li> <li>Know and understand the basic principles of relay take-overs and plan how the team should be organised</li> <li>Co-operate and take part well in a relay event</li> <li>Observe the performance of a partner performance and identify and describe the main strengths</li> <li>Observe and identify parts of the performance that are weaker and need to be practised. Suggest improvements and refinements</li> <li>Perform a range of warm-up</li> </ul>





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		<ul style="list-style-type: none"> <li>• Suggest how they can improve their own performance and, with guidance, set themselves targets.</li> <li>• Understand that their body works differently in different athletic situations</li> <li>• Carry out appropriate stretching and warm-up activities safely</li> </ul> <p><b>Throwing</b></p> <ul style="list-style-type: none"> <li>• Demonstrate safety for self and others' and the basic principles of throwing</li> <li>• Understand and show how changes in throwing actions can be affected by varying the amount of effort and speed</li> <li>• Identify and show how changes in throwing actions can be affected by varying the level, direction and distance</li> <li>• Demonstrate various throwing actions e.g. pushing, pulling and slinging</li> <li>• Understand that the co-ordinated use of arms, trunk and legs will affect the speed and distance of the throw</li> <li>• Discover that the force applied to a throwing implement will effect its speed</li> <li>• Recognise and describe how well a throw has been performed using appropriate language</li> </ul>	<p>activities with understanding and safety</p> <ul style="list-style-type: none"> <li>• Explain how warming up effectively can affect performance</li> <li>• Say why some athletic activities can improve strength, power or stamina</li> <li>• Understand how stamina and power help people to perform well in different athletic activities</li> </ul> <p><b>Throwing</b></p> <ul style="list-style-type: none"> <li>• Identify the basic throwing action of the 'pull', 'push', 'fling' and 'heave'</li> <li>• Demonstrate the core principles of throwing</li> <li>• Model the correct throwing stance and the transference of weight from the back foot to the front foot</li> <li>• Understand that the co-ordinated use of arms, trunk and legs will affect the speed and distance of the throw</li> <li>• Display a strong release position and strong braced side</li> <li>• Demonstrate the sequence of events in a throw (legs first, arms last, low to high, slow to fast, strong to weak)</li> <li>• Identify which athletic throwing events use 'push', 'pull' or 'heave' techniques and know how the different equipment suits different</li> </ul>
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		<ul style="list-style-type: none"> <li>• Observe a partner's work and explain how it might be improved</li> </ul> <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>• Understand and demonstrate safe landings and the basic principles of jumping</li> <li>• Show the five basic jumps stationary and on the move in control</li> <li>• Demonstrate combination jumps performed in a rhythmical way</li> <li>• Know the action needed when jumping for height</li> <li>• Demonstrate which foot must be placed forward at the start of a four pace run up in order to jump from their strongest (best) foot</li> <li>• Describe which three basic jumps are used in athletics</li> <li>• Recognise and describe how well a jump has been performed using appropriate language</li> <li>• Observe a partner's work and explain how it might be improved</li> </ul> <p><b>Running</b></p> <ul style="list-style-type: none"> <li>• Understand and show safety for self and others' and the basic principles of running, as an individual, in a team, in relays and over obstacles</li> <li>• Demonstrate walking, jogging and running in various directions and</li> </ul>	<p>styles</p> <ul style="list-style-type: none"> <li>• Demonstrate observation, analysis and evaluation skills and use correct technical language</li> <li>• Accept advice and use it in a reflective way to improve the quality of their work</li> </ul> <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>• Demonstrate principles of jumping for height and length</li> <li>• Recognise that to jump long, height is required</li> <li>• Show that 'good' jumps need to have head up, torso erect, an even rhythm and flat footed landings</li> <li>• Use a run-up with control and consistency to increase the jumping distance</li> <li>• Understand that a long stride will help increase distance or height</li> <li>• Explain the need to start consistently from their own special starting position and to mark out a run-up</li> <li>• Demonstrate observation, analysis and evaluative skills and use correct technical language</li> <li>• Accept advice and use it in a reflective way to improve the quality of their work</li> </ul> <p><b>Running</b></p> <ul style="list-style-type: none"> <li>• Run at a steady pace when running</li> </ul>
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		<p>speeds in a controlled manner</p> <ul style="list-style-type: none"> <li>• Show how changes in height, arm, leg, head and foot movement can affect the walking, jogging and running response</li> <li>• Find their leading leg when running over obstacles</li> <li>• Discover a suitable running rhythm over obstacles</li> <li>• Know that the back foot at the start of a race will be the lead leg over an obstacle in the race</li> <li>• Show a suitable method of shuttle relay change overs for both the incoming and outgoing runners</li> <li>• Recognise and describe how well a partner is performing a running action and offer suggestions for improvement if necessary</li> </ul> <p><b>Fitness and Health</b></p> <ul style="list-style-type: none"> <li>• Understand that athletic activity is a good activity for health and well-being and know how to practise safely</li> <li>• Acknowledge that regular exercise improves health; makes you feel good and help towards maintaining a healthy weight</li> <li>• Know that exercise strengthens bones and muscles (including the heart) and helps keep joints flexible</li> </ul>	<p>at different speeds</p> <ul style="list-style-type: none"> <li>• Demonstrate some ability to judge pace and be able to plan a run</li> <li>• Discover the different effects produced by standing starts, falling starts and reaction starts</li> <li>• Understand and describe when is required to make a fast start</li> <li>• Understand and demonstrate an effective relay takeover technique</li> <li>• Observe, analyse and evaluate another person or team when running and use correct technical language</li> <li>• Accept advice and use it in a reflective way to improve the quality of their work</li> </ul> <p><b>Fitness and Health</b></p> <ul style="list-style-type: none"> <li>• Be aware that large working muscles need a supply of oxygen to keep going and this is provided by breathing faster and increased heart rate</li> <li>• Observe that temperature increases as working muscles produce energy as heat and the skin becomes moist and sticky in order to cool the body and avoid overheating</li> <li>• Observe that we become flushed during or after exercise because blood vessels become wider and closer to the surface of the skin</li> </ul>
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**Physical Education**

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## Physical Education

### Healthy Lifestyle

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>Know the importance for good health of physical exercise, and a healthy diet.</li> <li>Talk about ways of keeping healthy and safe.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain why it is important to be active.</li> <li>know that breathing becomes quicker and the heart beats faster</li> <li>feel a change in temperature and feel tired after activity</li> <li>see that different muscles and limbs are working hard</li> <li>know that regular exercise in good for physical and mental health</li> <li>Understand and describe changes to their heart rate when playing different games</li> <li>Know that after vigorous activity, breathing and heart rate increase and body temperature rises and see that faces become flushed</li> <li>Feel that muscles and limbs are working hard and that they become tired after sustained activity</li> <li>Know that regular exercise helps the body work well</li> </ul>	<ul style="list-style-type: none"> <li>know that regular exercise improve mental and physical health</li> <li>Know that exercise strengthens bones and muscles, including the heart</li> <li>Know the importance of warming-up and know activities to do this</li> <li>know the demand that specific activities make on the body</li> <li>know that exercise helps the body to work well</li> <li>know that exercise improves flexibility</li> <li>Recognise and identify times when their body temperature is cool, warm or hot</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>take responsibility for their own warm-up and cool-down</li> <li>describe how dance contributes to fitness and well-being</li> <li>explain and apply basic safety principals in preparing for exercise</li> <li>know that temperature increases as working muscles produce energy as heat</li> <li>know the skin becomes moist and sticky in order to cool the body and avoid overheating</li> <li>know we become flushed as we exercise because blood vessels become wider to allow flow</li> <li>know how to warm-up and cool-down and the reasons for doing so</li> <li>know that large working muscles need a supply of oxygen to keep going and this is provided by faster breathing and heart-rate</li> </ul>