

Health, Fitness & Wellbeing

Fitness & Health						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe how the body feels when exercising and resting.	<p>Describe how the body feels during exercise.</p> <p>To describe the parts of the body that allow us to exercise.</p> <p>Understand the reason we warm up.</p> <p>Carry and place equipment safely.</p>	<p>Describe how the body feels during and after physical activity.</p> <p>Explain why it is important to warm and cool down the body.</p> <p>Explain what the body needs to keep healthy.</p> <p>Explain the body parts used in warm up</p>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Explain why it is important to warm up and cool down.</p> <p>Understand the importance of strength and flexibility in sport.</p> <p>Describe what is needed to maintain a healthy lifestyle.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health and what else is needed to maintain a healthy lifestyle.</p> <p>Explain reasons for warmups and cool downs.</p>	<p>Explain how exercise is important for health and wellbeing.</p> <p>Explain ways to become healthier.</p> <p>Understand the role of different organs during exercise.</p> <p>Explain safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Understand how body parts are functioning during exercise.</p> <p>Locate the muscles groups activated during different activities.</p> <p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and</p>

						<p>cooldowns safely and effectively. Work in a team to prepare and deliver warm up activities.</p> <p>Understand why exercise is good for health, fitness, and wellbeing and the ways we can improve our health.</p>
Social, Emotional and Thinking						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Take turns.</p> <p>Learn to share equipment with others.</p> <p>Share their ideas with others.</p>	<p>Encourage others to keep trying.</p> <p>Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges.</p> <p>Show determination to continue working over a longer period of time.</p> <p>Determined to complete the</p>		<p>Work with others to achieve a shared goal.</p> <p>Work with others to self manage games.</p> <p>Encourage and motivate others to work to their personal best.</p> <p>Persevere when finding a challenge difficult.</p>		<p>Share ideas with others and work together to decide on the best approach to a task.</p> <p>Lead others and show consideration of including all within a group.</p> <p>Communicate with others clearly and effectively.</p> <p>Understand what maximum effort looks and feels like and show</p>	

<p>Confident to try new tasks and challenges.</p> <p>Practise skills independently.</p> <p>Try again if they do not succeed.</p> <p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p> <p>Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.</p> <p>Begin to identify</p>	<p>challenges and tasks set.</p> <p>Explore skills independently before asking for help.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others.</p> <p>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</p> <p>Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.</p> <p>Provide feedback beginning to use key words from the lesson.</p>	<p>Understand what their best looks like and they work hard to achieve it.</p> <p>Begin to use rules showing awareness of fairness and honesty.</p> <p>Show an awareness of how other people feel.</p> <p>Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</p> <p>Select and apply from a wider range of skills and actions in response to a task</p> <p>Provide feedback using key terminology.</p>	<p>determination to achieve it.</p> <p>Use different strategies to persevere to achieve personal best.</p> <p>Confident to attempt tasks and challenges outside of their comfort zone.</p> <p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</p> <p>Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.</p> <p>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</p>
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personal success.			Select and apply appropriate skills for the situation when under pressure.
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