

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Key Stage 1

Pupils should be taught to:

- 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.

Key Stage 2

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:

- 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

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	Year 3 Sports Person	Year 4 Sports Person	Year 5 Sports Person	Year 6 Sports Person
	Invasion Games • Employ simple tactics in game situations. • Recognise and explain good performances. • Understand the link between heart rate and breathing when exercising. • Recognise good performance and be able to identify what you need to practice to improve your own performance. • Recognise players who play well in games and give reasons why. • Identify what you do best and what you find difficult. • Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games. • Learn how to recognise your own success. • Describe how your body feels when exercising. • Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. • Identify what you do best and what you find most difficult and recognise this in others performance. • Improve decision making skills and choose the right skills that meet the needs of the situation. • Play simple invasion games with an understanding of the basic rules. • To follow the rules of the game. • Move with a ball keeping it under close control. • Keep possession of a ball as part of a team. • Receive a ball successfully. • Take up spaces/positions that make it difficult for opponents. • Perform basic skills needed for games with control and accuracy. • Pass/send a ball with increasing accuracy and at different speeds. • Shoot/ score with some success. • Use a range of skills to keep possession of the ball. • Keep the ball under control, passing and receiving with increasing accuracy. • Choose space/ positions where you can receive a pass or to support a teammate. • Develop control and technique both in movements and manipulation.	Invasion Games • Explain and apply basic attacking and defending principles. • Identify what you need to practice to improve your performance. • Employ and explain simple tactics in game situations. • Learn to recognise your own success. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. • Know, keep, and follow the rules of the game. • Develop the understanding of the importance of speed and stamina when playing invasion games. • Explain simple tactics in game situations. • Recognise what you do well and what you find difficult. • Devise suitable warm up activities for the upcoming activity. • Identify and describe the skills needed to improve your game. • Pass in different ways e.g. high, low, fast, slow. • Find and use space in game situations and work well as part of a team. • Explain simple tactics in game situations. • Move the ball keeping it under control whilst changing direction. • Apply basic attacking and defending principles such as finding and using space in game situations. • Pass, shoot and receive a ball with increasing accuracy, control and success. • Challenge a player in possession of the ball. • Pass the ball using different techniques. • Develop set moves that can be used in attacking play. • Show growing control and consistency during games. • Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. • Collaborate with others and use tactics to keep possession. • Get into good positions to pass, receive, and shoot the ball. • Pass the ball using different techniques. • Shoot and score with increasing accuracy. • Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score.	Invasion Games • Explain how your body reacts and feels when taking part in different activities and undertaking different roles. • Explain why a performance is good. • Understand how physical activity can contribute to a healthy lifestyle. • Learn how to evaluate and recognise success. • Choose different formations to suit the needs of the game. • Find ways to get the ball towards your opponent's goal, knowing when to pass, when to dribble or travel with the ball. • Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help. • Suggest ideas for warming up and explain your choices. • Understand how the muscles work – work by getting shorter, relax by getting longer. • Understand the importance of being physically fit. • Know the difference between attacking and defending skills. • Know how to mark and defend your goal. • Identify strengths and weaknesses of your own and other performances and explain your reasoning. • Begin to understand the importance of lines in tag rugby – both for attack and defence. (tag rugby) • Understand the defensive duties in tag rugby and the process of tagging. • Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. • Work effectively as part of a team and keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Using skills to keep possession of the ball. • Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. • Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate. • Participate in competitive games, modified where appropriate. • Develop technique of important skills – such as passing.	Invasion Games • Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Learn how to evaluate your own success, as well as recognise part of a performance that could be improved and why. • Understand how to improve in different physical activities and sport. • Understand there are different ways to defend. • Understand there are different ways to attack as a team. • Know how invasion sports helps your fitness and health. • Give feedback to individual, teams and your own performance, describing the best points, suggesting how to improve, and commenting on techniques and tactics. • Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind. • Identify and evaluate parts of your own game and others, providing feedback. • Understand how physical activity can contribute to a healthy lifestyle. • Understand how muscles work. • Adapt games and activities making sure everyone has a role to play. • Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Understand how to improve in different physical activities and sport. • To understand the rules of the game and participate in full games. Understand the importance of keeping in a line in both attacking and defending plays. (tag rugby) • Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. • Develop control whilst performing skills at speed. • Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. • Use the defending principles in game situations, including marking, tracking and covering, to gain possession.

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Progression and Assessment Criteria

- Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).
- Pass and receive the ball with control.
- Select passes that keep possession.
- Move to support teammates once you have passed the ball and explain how to keep possession.
- Know how to tag another player. (tag rugby)
- Develop attacking and defending skills within tag rugby.
- To be able to pass the ball backwards to a teammate. (tag rugby)

- Move in different directions learning to move away from your opponent and keep control of the ball when running.
- Learn how to pass, catching successfully and improving skills whilst on the move.
- Move forward to attack as part of a team – running in a line. (tag rugby)
- To work as part of a team when defending, keeping in a line, and spreading out. (tag rugby)
- Successfully score
- Develop physical characteristics needed for the game, e.g. speed, fitness, agility.

- Keep possession of the ball when faced with opponents.
- Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball.
- Change speed and direction to get away from a defender.
- Use a variety of tactics, like use of space and positions to keep the ball.
- Use simple tactics in games to achieve success as a team.
- Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball.
- Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space.
- Increase accuracy and confidence of passing and shooting skills.
- Increase accuracy and control when passing and catching whilst moving at speed.
- Participate in competitive games, following the rules and playing fair.
- Continue to improve different ways to pass – fast, slow, high, low.

- Combine and perform skills with control, adapting them to meet the needs of the situation.
- Choose and apply a range of tactics and strategies when both attacking and defending.
- Use different skills to keep possession of a ball as part of a team.
- Change speed and direction to get away from a defender.
- Choose different formations to suit the needs of the game and choose skills that meet the need of the situation.
- Work effectively as a team.
- Use a variety of tactics to keep possession of the ball, applying the principles of attacking.
- Use the defending principles in game situations, including marking, tracking, and covering, to gain possession.
- Incorporate the rules of the game into small sided games such as passing backwards in tag rugby.
- To pass and catch the ball whilst running at different speeds.
- Keep control of the ball when running and passing, ensuring passing is accurate.
- Carefully consider the best way to score and win the game, remembering to find and use space when running.
- Successfully remove tags in accordance with the rules. (tag rugby)

Net & Wall Games

- Can perform a forehand serve accurately to a partner, and familiarize themselves with the backhand serve, being able to describe correct grip and technique. (badminton)
- Explain and demonstrate the chasse step and lunge in practice and games. (badminton)
- Compete with others – Keeping and following the rules of the game.
- Identify what you do well and what you find difficult.
- Further understand the link between heart rate and breathing when exercising.
- Employ simple tactics in game situations and explain why they have used the tactics.
- Learn how to evaluate and recognise their own success.
- Identify what they need to practice to improve their performance.
- Describe how their bodies feel when exercising and understand the link between heart rate and breathing when exercising.

Net & Wall Games

- Understand the different types of rallies, participating in both.
- Recognise and explain good performances.
- Learn how to recognise and evaluate your own success.
- Describe how your body feels when exercising, further understanding the link between heart rate and breathing when exercising.
- Devise suitable warm-up activities for the upcoming activities.
- Identify what they need to practice to improve their performance.
- Explain the tactics they have used in games.
- Continue to improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift. (badminton)
- Can hit the shuttle, when in the air, varying height, speed and direction into space to beat an opponent. (badminton)

Net & Wall Games

- Understand tactics in net games, such as aiming into space to beat an opponent. Use these tactics to try win games.
- Identify spaces and understand the tactic of hitting into gaps.
- Watch and evaluate the success of games.
- Able to explain why a performance is good, and what part of a performance could be improved and why.
- Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.
- Understand how the muscles work e.g. work by getting shorter, relax by getting longer.
- Develop an understanding of how to improve in different physical activities and sports.
- Recognise part of a performance that could be improved and explain how.
- Learn how to evaluate and recognise their own success.

Net & Wall Games

- Describe good technique of the forehand, backhand, and overhead clear.
- Explain how your body reacts and feels when taking part in different activities and undertaking different roles.
- Evaluate your own success and areas of improvement, as well as others.
- Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles.
- Recognise part of a performance that could be improved and explain how.
- Continue to evaluate and recognise their own success.
- Understand the importance of being physically fit and how physical activity can contribute to a healthy lifestyle.
- Experiment with the racket using different skills.
- Play shots at different heights, direction, and speed, and improve hitting the ball/shuttle whilst moving.

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- Continue to develop control of the shuttle with and without the racket. (badminton)
- Show a good stance and structure when throwing and hitting the shuttle. (badminton)
- Improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift. (badminton)
- Participate in rallies with others.
- Can hit the ball/shuttle, when in the air, varying height, speed and direction into space and to a partner.
- Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball.
- Perform a basic forehand action.
- Throw/ Send a ball using a variety of techniques.
- Take up space/ positions that make it difficult for opponents.
- Keep a rally going.
- Choose the appropriate throwing technique to meet the demands of the task.
- Send a ball into space at different speeds and heights to make it difficult for the opponent.
- Intercept and stop the ball consistently.

Striking & Fielding

- Identify what you need to practice to improve your performance.
- Understand the link between heart rate and breathing when exercising.
- Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.
- Employ simple tactics in games.
- Devise suitable warm up activities for upcoming activities.
- Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy.
- Throw a ball increasing distances.
- Catch a ball with increasing consistency.
- Hit a ball with correct technique.
- Intercept and stop the ball consistently.
- Employ simple tactics, particularly when fielding to make it harder for the batter.
- Work well as part of a team, particularly when fielding to make it harder for the batter.

- Use different skills to try and win games.
- Work together to keep a rally going, returning the ball/shuttle to a partner.
- With increasing accuracy, perform a forehand and backhand serve, hitting the shuttle with confidence and control. (badminton)
- Can move around the court with purpose.
- Can demonstrate a fast-paced chasse movement in isolation and in games. (badminton)
- Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target.
- Perform a basic forehand action with control and accuracy.
- Send/ hit a ball/shuttle into space, at different speeds and heights to make it difficult for your opponent.
- Begin to apply basic movements in a range of activities and in combination.
- Apply basic principles for attacking including finding and using space in game situations.
- Keep a rally going using a range of shots.
- Apply basic principles suitable for attacking and defending.
- Choose the appropriate hitting and throwing technique to meet the demands of the task.
- Adopt a good 'ready position' to move and catch a ball.
- Intercept and stop the ball consistently.

Striking & Fielding

- Explain the tactics you have used in games.
- Communicate, collaborate, and compete with others, following the rules of the game.
- Choose fielding skills which make it difficult for your opponent.
- Recognise what you do well and what you find difficult and explain good performances.
- Show control, coordination and consistency when throwing and catching a ball.
- Hit a ball with increasing control from a tee and progress to without a tee.
- Take up spaces/positions that make it difficult for the opposition.
- Hit a ball with increasing control, accurately towards a target.
- Communicate, collaborate, and compete with others, following the rules of the game.
- Chose fielding skills which make it difficult for your opponent.

- Able to hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection; height, speed and depth. (badminton)
- Improve consistency of shots, noticing longer rallies.
- Use different racket skills and types of movement during a competitive or cooperative rally.
- To participate in rallies with and without a racket.
- Demonstrate skills learnt during the unit when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace.
- Can demonstrate fast paced movements, fluently changing direction and speed.
- Hit the ball with purpose.
- Play shots on the forehand and backhand side of your body.
- Direct the ball towards the opponent's court or target area.
- Participate in competitive games, modified where appropriate.
- Use good footwork that allows the ball to be hit with good technique.
- Adopt a good ready position and show good position on court.
- Show good awareness of others in game situations.
- Apply basic principles suitable for attacking and defending. Identify spaces and understand the tactic of hitting into gaps.

Striking & Fielding

- Watch and evaluate the success of games and good performance.
- Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity.
- Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles.
- Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding).
- Explain why a performance is good.
- Show good awareness of others in game situations.
- Adapt games and activities making sure everyone has a role to play.
- Develop control and technique whilst performing skills at speed.
- Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs.
- Work as part of a team, communicating well
- Begin to bowl at different speeds.

- Use different skills and tactics learnt to try win games.
- Improve consistency of shots, directing them to help win competitions.
- Be continuous within a rally and regularly play consistent shots.
- Use tactical serves to deceive opponent.
- Demonstrate fast paced movements, including the chasse step and lunge whilst increasing shuttle accuracy. (badminton)
- Hit the ball with purpose, varying speed, height, and direction.
- Direct the ball towards the opponent's court or target area. Perform skills such as forehand and backhand shots with control and confidence.
- Apply the principles of attacking.
- Adopt a good ready position with purpose and show good position on court.
- Participate in competitive games, modified, and adapted where appropriate.
- Apply basic principles suitable for defending.
- Apply basic principles suitable for attacking.
- Identify spaces and understand the tactic of hitting into gaps.
- Use good footwork that allows the ball to be hit with good technique.

Striking & Fielding

- Learn how to evaluate and recognise your own success and areas for improvement.
- Develop an understanding of how to improve in different physical activities and sports.
- Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles.
- Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control.
- Bowl using an overarm technique, beginning to vary speed and length of delivery.
- Use skills and tactics to outwit opponents when fielding, bowling, and batting.
- Work as part of a team that covers the areas to make it hard for the batter to score runs.
- Use tactics that involve bowlers and fielders working together.
- Perform skills with accuracy, confidence, and control.
- Participate in competitive games, modified where appropriate.
- Retrieve, intercept, and stop a ball when fielding.

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Progression and Assessment Criteria

Gymnastics

- Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance.
- Describe how your body feels when exercising.
- Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement.
- Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.
- Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end.
- Create, perform, and repeat sequences that include changes of dynamic e.g. changes of level, speed, or direction.
- Develop flexibility, strength, control, technique, and balance.

Dance

- Describe and evaluate the effectiveness and quality of a dance.
- Collaborate with others. Explore and create narratives in response to a stimulus.
- Show control, accuracy and fluency of movement when performing actions with a partner.
- Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer.
- Communicate what you want through your dances and perform with control.
- Combine actions and maintain the quality of performance when performing at the same time as a partner.

Athletics

- Recognise what they do well and what they find difficult, identifying what they need to practice to improve their performance.
- Understand the pace judgement when running over an increased distance.
- Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.
- Apply and develop a broad range of athletic skills in different ways.

Gymnastics

- Recognise and explain a good performance.
- Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement.
- Show control, accuracy and fluency of movement when performing actions on your own and with a partner.
- Devise and perform a gymnastic sequence, showing a clear beginning, middle and end.
- Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape.
- Collaborate with others.

Dance

- Be able to describe your own dance, taking characters into account as well as identifying what they need to practice to improve their dance.
- Understand the link between heart rate and breathing when exercising.
- Explore and create characters and narratives in response to a range of stimuli.
- Perform dances using a range of movement patterns – accurately, fluently, consistently and with control.
- Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction.
- Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.
- Work well as part of a team.

Athletics

- Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task.
- Learn how to evaluate and recognise their own success.
- Devise suitable warm-up activities for the upcoming activities.
- Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise.
- Combine basic jump actions to form a jump combination, using a controlled jumping technique.
- Perform a throwing technique with control, coordination, and consistency.

Gymnastics

- Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles.
- Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback.
- Perform movements accurately with a sense of rhythm.
- Explore, improvise, and combine movement ideas fluently and effectively.
- Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation.
- Develop flexibility, strength, control, technique, and balance.

Dance

- Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback.
- Work effectively as part of a team.
- Explain how their bodies react and feel when taking part in different activities and undertaking different roles.
- Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus.
- Use basic compositional principles when creating dances – combining movements fluently and effectively.
- Perform a range of movements accurately with a sense of rhythm.
- Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.

Athletics

- Choose the appropriate speed to run at for the distance to be covered.
- Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.
- Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit.
- Explain how their body reacts and feels when taking part in different activities and undertaking different roles.

Gymnastics

- Work effectively as part of a team, recognising success, and give constructive feedback.
- Create short warm up routines that follow important principles.
- Explore, improvise, and combine movement ideas fluently and effectively. Use skills in different ways, performing confidently, with clarity and a sense of rhythm.
- Combine and perform gymnastic actions, shapes, and balances more fluently and effectively.
- Use combinations of dynamics using the space effectively.
- Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the look of a sequence.

Dance

- Share ideas in small groups, working together to create a routine incorporating different elements.
- Use imagination to develop dances to music and develop expressive qualities.
- Move in a way that reflects the music.
- Perform dances in both canon and unison, with clarity and confidence.
- Explore and practice movement ideas inspired by a stimulus.
- Explore, improvise, and combine movement ideas fluently and effectively.
- Perform movements to an audience with rhythm and confidence.

Athletics

- Understand appropriate pace judgement for the running distance to be covered.
- Understand the appropriate throwing and jumping technique to achieve maximum distance and height.
- Share and discuss athletic techniques with others.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
- Be able to describe the importance of being physically fit.
- Explain how their body reacts and feels when taking part in different activities and undertaking different roles.

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• Show control, coordination and consistency when running, throwing, and jumping. • Choose the appropriate running speed to meet the demand of the task. Enjoy competing with others. Outdoor and adventurous • Participate in competitive orienteering events, following instructions of the game • Recognise that activities need thinking through and planning. • Evaluate your performance and recognise what went well and what could be improved. • Participate in team games, working cooperatively, solving problems with others. • Communicate effectively with other people and discuss plans to achieve success. • To make a map with symbols and be able to recognise where you are on a map, using basic techniques. • Move confidently in different ways, developing agility, balance, and co-ordination.	• Perform competitively with others. Outdoor and adventurous • Have knowledge of safety rules and procedures for taking part in orienteering event. • Work as a team to plan and decide what approach to use to meet the challenges. • Explain how you could improve your performance. • Develop a basic understanding of map reading/making and apply these skills and techniques in games. • Work cooperatively and successfully as part of a team, improving communication skills. • Recognise where you are on a map. • Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination.	roles and understanding how this effects the muscles. • Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. • Communicate, collaborate, and compete with others. Working effectively as part of a team. • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment. Outdoor and adventurous • Understand relevant techniques to navigate to and from control points. • Identify what they have done well and adapt plans for future challenges. • To orientate themselves and map correctly keeping track of their position with increasing accuracy. • Work within a team trusting and valuing each other. • Develop communication skills and use these skills to achieve success. • Make a map with symbols and legend and begin to understand scale. • Compete in orienteering events, problem solving with team members.	• Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. • Work effectively as part of a team. • Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests. Outdoor and adventurous • Understand elements and scaling confidently. • Identify what they have done well and adapt plans for future challenges. • Plan strategies to complete tasks. Choose sensible skills and approaches for the challenge. • Build confidence during team activities. • Takes part in orienteering events, such as picture orienteering and control orienteering, with success. • Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls. • Develop map reading and map building skills. • Develop physical fitness and be able to describe its importance in orienteering.
Swimming • Swim 10m competently, confidently and proficiently. • Use one strokes effectively. • Know how to stay safe near water.	Swimming • Swim 15m competently, confidently and proficiently. • Use two strokes effectively. • Know how to float.	Swimming • Swim 20m competently, confidently and proficiently. • Use a range of strokes effectively. • Know how to tread water.	Swimming • Swim 25m competently, confidently and proficiently. • Use a range of strokes effectively. • Perform safe self-rescue in different water-based situations.