

# PHYSICAL EDUCATION

End of EYFS Expectations	
<p>Learning begins in the Early Years through ‘Physical Development’. Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence (Statutory Framework for the EYFS, 2021).</p>	
<p><b>Gross Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>• Demonstrate strength, balance and coordination when playing</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>	<p><b>Fine Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul>
Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>

- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### Swimming and water safety – taught in Year 5

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.

### CURRICULUM COVERAGE

**All children take part in the Daily Mile at least 3 times a week – this can be done as part of PE and games lessons**

	AUTUMN	SPRING	SUMMER
Year 1	GAMES – Unit 1 FOCUS on ball skills and games PE – Val Sabin Dance (choose) Unit 1 – Streamers/Conkers/Playing with a Ball Unit 2 – March March March/Jack and the Beanstalk Unit 3 – Fog & Sunshine/Washing Day/Handa’s Surprise Unit 4 –Rainbow Fish/Going on a Bear Hunt	GAMES – Unit 2 Throwing and Catching: Aiming games PE – Gymnastics UNIT D Flight: bouncing, jumping and landing UNIT E Points and Patches UNIT F Rocking and Rolling UNIT G Wide, Narrow, Curled	GAMES – District Sports Prep Unit 3 – bat/ball skills and games. Unit 4 – Developing partner work  PE – Val Sabin Athletics Units 1 and 2
Year 2	GAMES – Unit 1 Throwing and Catching – inventing games  PE – Val Sabin Dance (choose) Unit 1 – The Cat/Balloons/Reach for the Stars Unit 2 – Friends/Bubbles/Shadows Unit 3 – Words & Words/3 Little Pigs Unit 4 – Copy Cat/Pat-a-cake Polka/Jumping Joan/Elsden/Anything Goes/ Gallopede/Circassian	GAMES – Unit 2 Making up a game Unit 3 – Dribbling, kicking and hitting  PE – Gymnastics UNIT H Parts high and parts low UNIT I Pathways – straight, zig zag, curve UNIT J Turning, spinning, twisting UNIT K Linking movements together	GAMES – Unit 4 Group Games and inventing rules  PE – Val Sabin Athletics Units 1 and 2
Year 3	GAMES – Unit 1 Ball skills INVASION FOCUS  PE – Val Sabin Dance UNIT 1	GAMES – Unit 2 Creative Games making Unit 3 Net/Court/Wall Games  PE – Gymnastics UNIT L Stretching, curling and arching	GAMES – District Sports Prep Unit 4 Striking/Fielding Games  PE – Val Sabin Athletics Units 1 and 2

		UNIT M Symmetry and Asymmetry UNIT N Pathways UNIT O Travelling with a change of front and change of direction	
Year 4	GAMES – Unit 1 Net/court/wall games PE – Dance UNIT 2	GAMES – Unit 2 Problem solving and inventing games Unit 3 Invasion Games Unit 4 Striking and Fielding Games  PE – Gymnastics UNIT P Balance UNIT Q Receiving body weight UNIT R Balance leading into change of front or direction UNIT S Rolling	GAMES – District Sports Prep Orienteering – British Orienteering planning (led by FH)  PE – Val Sabin Athletics Units 1 and 2
Year 5	GAMES – Unit 1 Net/Court/wall games Unit 2 Invasion and target (ball handling)  PE – Dance UNIT 3 Gymnastics UNIT T Bridges UNIT U Flight UNIT V Functional use of the limbs UNIT W Spinning and Turning	GAMES – Unit 3 Invasion – implement and kicking  PE –SWIMMING COACHING Focus on NC objectives (see assessment sheets)	GAMES – District Sports Prep Unit 4 Striking and Fielding Games  PE – Val Sabin Athletics Units 1 and 2
Year 6	GAMES – Unit 1 Invasion – implement and kicking (hockey and soccer)  (2022 – onwards) Dance UNIT 4	GAMES – Unit 3 Striking and Fielding Games Unit 2 Net/Court/wall games (volleyball and tennis) Unit 4 Invasion games (ball handling) Netball, Basketball and Rugby  PE – Gymnastics UNIT X Matching, mirroring and contrast UNIT Y Synchronisation and canon UNIT Z Holes and Barriers UNIT A Counter-balance and counter-tension	GAMES – District Sports Prep Orienteering – British Orienteering planning (led by FH)  PE 2021 – Dance UNIT's 1-4 (pick and choose focusing on objectives)  Val Sabin Athletics Units 1 and 2

<b>Features of our St. Martin's school life</b>	<p>We follow the Val Sabin scheme of work to ensure coverage and progression across the curriculum</p> <p>Epsom and Ewell Borough schools' events including cross country, football, cricket, netball, hockey, rounders. Leading on to county final opportunities – KS2 children</p> <p>District sports track and field – KS2 children (selected)</p> <p>Dance Festival – select children from KS1 and KS2</p> <p>Sports Day – Whole school</p> <p>Intra school competitions -</p> <p>PTFA sports events -</p> <p>Daily Mile – all children</p> <p>Headstart – KS1 &amp; KS2 - separately</p> <p>Specialist sports coaches working in each year group – Y4 Netball,</p> <p>Swimming lessons – Year 5 children</p> <p>Bikeability – Year 6 children</p> <p>WOW travel tracker – Whole school</p>					
<b>Sports Leader</b>	<p>Sports Leaders at St. Martin's will lead learning for other pupils and teach them to:</p> <ul style="list-style-type: none"> <li>• Receive specialist training to lead sports events for other children in the school.</li> <li>• Encourage children across the school to participate in physical activities at play times.</li> <li>• Create new ideas to develop sport within our school.</li> <li>• Show sports leadership qualities such as team work, good listening skills, fair play and respect.</li> <li>• Follow and encourage others to live by our school values.</li> <li>• Ensure all equipment is kept in usable condition.</li> <li>• Advertise local sports events and global sports competitions (e.g. Surrey Youth Games, Olympics and Common Wealth Games)</li> </ul>					
	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>Vocabulary</b>	<p>Step, spring, crawl, slide, speed, stop, still, shapes, tall long, wide, narrow, down, along, around, load, balance, trust, bodyweight, pivot, movement, transition, transfer, direction, adapt.</p>		<p>Contrasting, extension, flow, combinations, half turn, sustained, explosive, sprint, jog, pace, throwing action, stamina, speed, safety, relay, time, measure, record.</p>		<p>Compose, perform, traditional, contemporary technique, poise, precision, formation, processional, gesture, pivot, possession, repossession, attackers, defenders, marking, covering.</p>	
<b>Health and Fitness</b>	<p>Describe how the body feels before, during and after exercise. Carry and place equipment safely.</p>	<p>Recognise how the body feels during and after different physical activities.</p> <p>Explain what they need to</p>	<p>Describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for</p>	<p>Describe how the body reacts at different times and how this affects performance.</p>	<p>Know and understand the importance for warming up and cooling down and the impact this has on our bodies.</p>	<p>Understand the importance of stretching and movement to prepare our bodies before and after exercise.</p>

	<p>All children take part in Daily Mile sessions at least 3 times a week with a focus on promoting a love of fitness and inclusion.</p>	<p>stay healthy.</p> <p>All children take part in Daily Mile sessions at least 3 times a week with a focus on promoting a love of fitness and inclusion.</p>	<p>physical activity.</p> <p>Explain why it is important to warm up and cool down.</p> <p>All children take part in Daily Mile sessions at least 3 times a week with a focus on promoting a love of fitness and inclusion.</p>	<p>Explain why exercise is good for your health.</p> <p>Know reasons for warming up and cooling down using key vocabulary.</p> <p>All children take part in Daily Mile sessions at least 3 times a week with a focus on promoting a love of fitness and inclusion.</p>	<p>Understand why we need to make healthy lifestyle choices.</p> <p>Explain some safety principles when preparing for and during exercise.</p> <p>All children take part in Daily Mile sessions at least 3 times a week with a focus on promoting a love of fitness and inclusion.</p>	<p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can adapt their lifestyles to become healthier.</p> <p>All children take part in Daily Mile sessions at least 3 times a week with a focus on promoting a love of fitness and inclusion.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Athletics (running, jumping, throwing)</p>	<p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting.</p> <p>Show good posture and balance.</p> <p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence. Jump as high</p>	<p>Run at different paces, describing the different speeds.</p> <p>Use a variety of different stride lengths.</p> <p>Complete an obstacle course varying the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances.</p> <p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to</p>	<p>Identify and demonstrate how different running techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit distance and stamina.</p> <p>Use one and two feet to take off and to land.</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Learn the importance of pacing over long distances to improve stamina.</p> <p>Speed up and slow down effectively.</p> <p>Begin to measure the distance jumped.</p> <p>Improve standing long jump technique focusing on beating personal best.</p>	<p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time and finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay. Confidently and independently, select the most appropriate pace for different distances and different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p>

	<p>and as far as possible. Land safely with control. Work with a partner to develop the control of their jumps.</p> <p>Throw underarm and overarm. Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power.</p>	<p>opposite foot.</p> <p>Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.</p> <p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p>	<p>Develop an effective take-off for the standing long jump (feet together).</p> <p>Land safely and with control.</p> <p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw (shot put - especially applied in this event to gain maximum distance and elevation on the heavy ball.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>	<p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Land safely and with control.</p> <p>Perform and measure a pull throw (shot put).</p> <p>Continue to develop techniques to throw for increased distance – how we can change different parts of our body -and learn ways of measuring this.</p>	<p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy. Investigate different jumping techniques.</p> <p>Perform a fling throw - the fling throw is a specific technique used in the discus event in athletics. Measure and record the distance of their throws. Continue to develop techniques for increased distance.</p>	<p>Develop the technique for the standing vertical jump. Maintain control at each stage of the triple jump. Develop and improve technique for jumping for height and distance and support others in improving their performance.</p> <p>Set up and lead jumping challenges. Perform a heave throw - holding the ball in two hands, bend down and swing the ball between your legs. Then straighten your legs while swinging the ball upwards and backwards over the head. Measure and record the distance of their throws. Develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.</p>
Dance	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p>	<p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from a variety of stimuli.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen style.</p>	<p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p>	<p>Use dramatic expression in dance movements. Perform with confidence, using a range of movement patterns.</p>

	<p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p>	<p>Change the speed and level of their actions.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</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>Perform with some awareness of rhythm and expression.</p>	<p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work (see planning).</p>	<p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work (see planning).</p>	<p>Demonstrate strong, controlled movements throughout a sequence.</p> <p>Combine flexibility and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using levels, ways of travelling and motifs.</p> <p>Show change of pace and timing in movements.</p> <p>Move rhythmically and accurately in sequences.</p> <p>Dance with fluency and control, linking movements, ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing sequences. Modify elements of a sequence as a result of self/peer evaluation. Use complex dance vocabulary to compare and improve work (see planning).</p>
Gymnastics	<p>Copy actions and movement sequences with a beginning, middle and end.</p>	<p>Copy, explore and remember actions and movements to create their own sequence.</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p>	<p>Use an increasing range of actions, directions and levels in their sequences to fit a theme.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes,</p>

	<p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances. Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment. Begin to move with control and care.</p>	<p>Link more than 2 actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care</p>	<p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Begin to show flexibility in movements.</p>	<p>Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p>	<p>jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Games: Throwing and Catching a Ball; Travelling with a Ball; Passing a Ball; Possession; Using Space; Attacking and Defending**

<p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p>Pass the ball to another player in a game.</p> <p>Use kicking skills in a game.</p> <p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds.</p> <p>Begin to use space in a game.</p> <p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p> <p>Vary types of throw used.</p> <p>Bounce and kick a ball whilst moving. Use kicking and dribbling skills in a game.</p> <p>Know how to pass the ball in different ways.</p> <p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p> <p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>	<p>Throw and catch with greater control and accuracy.</p> <p>Throw/Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.</p> <p>Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.</p> <p>Pass the ball in two different ways in a game situation with some success.</p> <p>Know how to keep and win back possession of the ball in a team game.</p> <p>Find a useful space and get into it to support teammates.</p> <p>Use simple attacking and defending skills effectively in a game.</p>	<p>Develop different ways of throwing and catching.</p> <p>Move with the ball using a range of techniques showing control and fluency.</p> <p>Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p>Make the best use of space to pass and receive the ball.</p> <p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from getting past/scoring.</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Keep and win back possession of the ball effectively in a team game.</p> <p>Demonstrate an increasing awareness of space.</p> <p>Choose the best tactics for attacking and defending.</p> <p>Shoot with some precision in a game.</p> <p>Use fielding skills as a team to prevent the opposition from scoring.</p>	<p>Throw and catch accurately and successfully under pressure in a game.</p> <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Demonstrate a good awareness of space.</p> <p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>Use fielding skills to stop a ball from travelling past them.</p>			
<p>OAA: Outdoor Adventurous Activities Trails; Problem Solving; Preparation and Organisation</p>			<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p> <p>Identify and use effective communication to begin to work as a team. Identify symbols used on a key.</p> <p>Begin to choose equipment that is appropriate for an activity.</p> <p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities.</p>	<p>Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.</p> <p>Communicate clearly with other people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.</p> <p>Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that offers some challenge to others.</p> <p>Begin to use navigation equipment to orientate around a trail.</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Identify a key on a map and begin to use the information in activities.</p> <p>Choose the best equipment for an outdoor activity. Create a simple</p>	<p>Orientate themselves with confidence and accuracy around an orienteering course when under pressure.</p> <p>Design an orienteering course that is clear to follow and offers challenge to others.</p> <p>Use navigation equipment (maps, compasses) to improve the trail.</p> <p>Compete in orienteering activities both as part of a team and independently.</p> <p>Use a range of map styles and make an informed decision on the most effective.</p> <p>Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route</p>

				<p>Begin to use a map to complete an orienteering course.</p> <p>Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.</p>	<p>plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course.</p> <p>Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.</p> <p>Complete an orienteering course, in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities.</p>	<p>to accurately navigate an orienteering course.</p> <p>Successfully use a map to complete an orienteering course. Use a compass for navigation.</p> <p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.</p>
<p>Communication, Tactics and Rules</p>	<p>Follow simple rules to play games, including team games.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p>	<p>Understand the importance of rules in games.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>	<p>Communicate with others.</p> <p>Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games.</p> <p>Know how to play a striking and fielding game fairly.</p>	<p>Communicate clearly with others. Work as part of a team.</p> <p>Vary the tactics they use in a game. Adapt rules to alter games.</p>	<p>Communicate clearly and effectively with others. Work effectively as part of a team.</p> <p>Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.</p>	<p>Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary.</p> <p>Follow and create complicated rules to play a game successfully. Communicate plans to</p>

						others during a game. Lead others during a game.
Compete / Perform	<p>Begin to perform learnt skills with some control. Engage in competitive activities and team games.</p> <p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.</p>	<p>Perform learnt skills with increasing control. Compete against self and others.</p> <p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.</p>	<p>Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p>	<p>Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p> <p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>
Evaluate	<p>Watch and describe performances. Begin to say how they could improve.</p>	<p>Use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Give ideas for improvements on theirs and others performances. Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements using key vocabulary and explaining their reasons.</p>
Swimming and water safety					Swim competently, confidently and proficiently over a distance of at least 25 metres.	

					<p>Swim competently, confidently and proficiently over a distance of 50m/100m (GD).</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p>	
--	--	--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

