

P.E Knowledge Progression

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness/Science / PSHE						
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.

Competition and performance - dance/gymnastics/competitive games-Rugby

Control their body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination.	Perform sequences of their own composition with coordination.	Develop the quality of the actions in their performances.	Perform and apply skills and techniques with control and accuracy.	Consistently perform and apply skills and techniques with accuracy and control.	Perform and apply a variety of skills and techniques confidently, consistently and with precision.
Participate in simple games.	Begin to perform learnt skills with some control.	Perform learnt skills with increasing control.	Perform learnt skills and techniques with control and confidence.	Take part in a range of competitive games and activities.	Take part in competitive games with a strong understanding of tactics and composition.	Take part in competitive games with a strong understanding of tactics and composition.
	Engage in competitive activities and team games.	Compete against self and others.	Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression.	Perform own longer, more complex sequences in time to music, applying skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.
						Perform and apply a variety of skills and techniques

						<p>confidently, consistently and with precision.</p> <p>Begin to record their peers' performances, and evaluate these.</p>
Evaluation/gymnastics/dance/multi skills – personal best & technical skills						
<p>Talk about what they have done.</p> <p>Talk about what others have done</p> <p>Control their body when performing a sequence of movements.</p> <p>Participate in simple games.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p> <p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Use what they see in others performances to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p> <p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p> <p>Perform and create sequences with fluency</p>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p> <p>Perform own longer, more complex sequences in</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>Link actions to create a complex sequence using a full range of movement that showcases different agilities,</p>

			<p>techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>time to music, applying skills and techniques with accuracy and control.</p>	<p>performed in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Begin to record their peers' performances, and evaluate these.</p>
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Games

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Striking and fielding/ Rugby/hockey/badminton /tennis/football						
<p>Hit a ball with a bat or racquet.</p> <p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p> <p>Catch equipment using two hands.</p>	<p>Use hitting skills in a game.</p> <p>Practise basic striking, sending and receiving.</p> <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>Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p> <p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p>	<p>Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking (and fielding where appropriate).</p> <p>Practise the correct batting technique and use it in a game.</p> <p>Strike the ball for distance.</p> <p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball</p>	<p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</p> <p>Accurately serve underarm.</p> <p>Build a rally with a partner.</p> <p>Use at least two different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p> <p>Develop different ways of</p>	<p>Use different techniques to hit a ball.</p> <p>Identify and apply techniques for hitting a tennis ball.</p> <p>Explore when different shots are best used.</p> <p>Develop a backhand technique and use it in a game.</p> <p>Practise techniques for all strokes.</p> <p>Play a tennis game using an overhead serve.</p>	<p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Understand how to serve in order to start a game.</p> <p>Throw and catch accurately and successfully under pressure in a game.</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>and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Develop a safe and effective overarm bowl.</p>	<p>throwing and catching.</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game</p>	
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Travelling with and passing a ball - Rugby/football/Hockey/multi skills

<p>Move a ball in different ways, including bouncing and kicking.</p> <p>Use equipment to control a ball</p>	<p>Travel with a ball in different ways including different directions (side to side, forwards and backwards)</p>	<p>Bounce and kick a ball whilst moving.</p> <p>Use kicking skills in a game.</p>	<p>Move with the ball in a variety of ways with some control including in a game.</p>	<p>Move with the ball using a range of techniques showing control and fluency.</p>	<p>Use a variety of ways to dribble and pass a ball with speed and accuracy in a game with success.</p>	<p>Show confidence in using ball skills in various ways in a game situation, and link these</p>
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Kick an object at a target	with control and fluency. Pass the ball to another player and use kicking skills in a game.	Use dribbling skills in a game. Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.		together effectively. 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.
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Possession and using space

Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the	Know how to keep and win back possession of the ball in a team game Find a useful space and get into it to support teammates.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball.	Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space.	Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space.
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		best space in a game.				
Attacking and defending/ All games style lessons						
Play a range of chasing games	<p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender.</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>Use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</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 scoring.</p>	<p>Choose the best tactics for attacking and defending.</p> <p>Shoot in a game.</p> <p>Use fielding skills as a team to prevent the opposition from scoring.</p>	<p>Think ahead and create a plan of attack.</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>
Tactics and rules- All games style lessons						
Follow simple rules.	<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>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>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p>Know how to play a striking</p>	<p>Vary the tactics they use in a game.</p> <p>Adapt rules to alter games.</p>	<p>Know when to pass and when to dribble in a game.</p> <p>Devise and adapt rules to create their own game.</p>	<p>Follow and create complicate rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p>

	Use simple defensive skills such as marking a player or defending a space.		and fielding game fairly.			Lead others during a game.
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Gymnastics

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and Developing Skills in Gymnastics (General)						
<p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Travel in different ways. Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Begin to balance with control.</p> <p>Move around, under, over, and through different objects and equipment.</p>	<p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</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>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence. 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>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</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</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, 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</p>

	<p>Hold still shapes and simple balances.</p> <p>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.</p> <p>Begin to move with control and care.</p>	<p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care</p>	<p>Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements</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>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>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.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p>	<p>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>
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The Gymnastic skills taught throughout the units can be broken down into these specific areas; rolls, jumps, vault work, handstands, cartwheels and round-offs, travelling and shapes and balances. This table maps out the progression of skills in each area to be taught in each year group. Please note – the age range is only a guide. All skills should be taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4, 5 and 6 if necessary

Rolls

Curled side roll (egg roll)	As Y1 but showing increasing control.	As previous years plus:	As previous years plus:	As previous years plus:	As previous years plus:	As previous years plus:
Log roll (pencil roll)		Rocking for forward roll	Forward roll from standing	Straddle forward roll	Pike forward roll	Standing forward roll
Teddy bear roll		Crouched forward roll	Tucked backward roll	Backward roll to straddle	Tucked backward roll	Dive forward roll
						Backward roll to standing pike
						Pike backward roll

Jumps- dance/multiskills

Straight jump	As reception plus:	As previous years plus:	As previous years plus:	As previous years plus:	As previous years plus:	As previous years plus:
Tuck jump	Cat spring	Cat spring to straddle	Star jump	Cat leap half-turn	Split leap	Stag leap
Jumping Jack			Straddle jump			
Half turn jump			Pike jump			
			Straight jump half-turn			

			Cat leap			
Vault (with springboard and vault or other suitable raised platform, e.g. gymnastics table)						
	Straight jump off springboard	As Y2 plus: Hurdle step onto springboard Tuck jump off springboard	As previous years plus: Squat on vault Star jump off Straddle jump off Pike jump off	As previous years plus: Straddle on vault	As previous years plus: Squat through vault	As previous years plus: Straddle over vault
Handstands, Cartwheels and Round-offs						
Bunny hop	As reception plus: Front support wheelbarrow with partner	As previous years plus: T-lever Scissor kick	As previous years plus: Handstand Lunge into handstand Cartwheel	As previous years plus: Lunge into cartwheel	As previous years plus: Lunge into round-off	As previous years plus: Hurdle step Hurdle step into cartwheel Hurdle step into round-off
Travelling & Linking Actions- Dance						
Tiptoe, step, jump and hop	As reception plus: Hopscotch	As previous years plus: Straight jump half-turn	As previous years plus: Chassis steps	As previous years plus: Straight jump full-turn	As previous years.	As previous years plus: Cat leap full turn

	Skipping Galloping		Cat leap	Cat leap half turn Pivot		
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Shapes and Balances- Dance

Standing balances	As reception plus: Kneeling balances Pike, tuck, star, straight, straddle shapes	As previous years plus: Large body part balances Balances on apparatus Balances with a partner Front and back support	As previous years plus: Large and small body part balances, including standing and kneeling balances Matching and contrasting partner balances	As previous years plus: 1, 2, 3 and 4-point balances Balances with and against a partner	As previous years plus: Part body weight partner balances	As previous years plus: Develop technique, control and complexity of part weight partner balances Group formations
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Athletics

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Running- Multi skills						
<p>Run in different ways for a variety of purposes</p>	<p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog in a straight line.</p> <p>Change direction when jogging.</p> <p>Sprint in a straight line.</p> <p>Change direction when sprinting.</p>	<p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Complete an obstacle course.</p> <p>Vary the speed and direction in which they are travelling.</p>	<p>Identify and demonstrate how different 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.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly</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.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p>

	Maintain control as they change direction when jogging or sprinting	Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.	adjusting running pace to suit the distance being run.		maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners	Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
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Jumping – Multi skills /gymnastics/dance

Jump in a range of ways, landing safely.	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. Perform a short jumping sequence.	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 opposite foot. Combine different jumps	Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the	Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.	Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with	Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control.
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	<p>Jump as high as possible. Jump as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p>	<p>together with some fluency and control. Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p>	<p>standing long jump. Land safely and with control.</p>		<p>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.</p> <p>Investigate different jumping techniques.</p>	<p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>
Throwing- Rugby /cricket/multi skills						
Roll equipment in different ways.	Throw underarm and overarm.	Throw different types of equipment in different ways,	Throw with greater control and accuracy.	Perform a pull throw.	Perform a fling throw.	Perform a heave throw.

<p>Throw underarm. Throw an object at a target.</p>	<p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power.</p>	<p>for accuracy and distance. Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>	<p>Show increasing control in their overarm throw. Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Measure the distance of their throws. Continue to develop techniques to throw for increased distance.</p>	<p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy</p>
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Dance						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance Skills						
<p>Join a range of different movements together.</p> <p>Change the speed of their actions.</p> <p>Change the style of their movements.</p> <p>Create a short movement phrase which demonstrates their own ideas.</p>	<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>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p>	<p>As previous years plus:</p> <p>Remember actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the level of their actions.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music, improving the timing of their actions</p>	<p>Begin to improvise with a partner to create a simple dance.</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>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</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</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>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</p>	<p>As previous year plus:</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to</p>

				<p>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. Use simple dance vocabulary when comparing and improving work.</p>	<p>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.</p>	<p>create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p>
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						Demonstrate consistent precision when performing dance sequences.
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Outdoor Adventurous Activities

Year 3	Year 4	Year 5	Year 6
Health and Fitness – PSHE/science			
<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</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.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>
Trails- Incorporate woodland play – Outside learning			
<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise features of an orienteering course.</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p> <p>Begin to use navigation equipment to orientate around a trail.</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>

Problem Solving- Team games/gymnastics/dance

Identify and use effective communication to begin to work as a team.	Communicate clearly with other people in a team, and with other teams.	Use clear communication to effectively complete a particular role in a team.	Use clear communication to effectively complete a particular role in a team.
Identify symbols used of a key.	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.	Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities.	Complete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.

Preparation and Organisation

Begin to choose equipment that is appropriate for an activity.	Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.	Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course.	Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.
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Communication

Communicate with others.	Communicate clearly with others. Work as part of a team.	Communicate clearly and effectively with others.	Communicate clearly and effectively with others when under pressure.
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	<p>Begin to use a map to complete an orienteering course.</p>	<p>Work effectively as part of a team.</p> <p>Successfully use a map to complete an orienteering course.</p> <p>Begin to use a compass for navigation.</p>	<p>Work effectively as part of a team, demonstrating leadership skills when necessary.</p> <p>Successfully use a map to complete an orienteering course.</p> <p>Use a compass for navigation.</p> <p>Organise an event for others.</p>
Compete and Perform			
<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>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of both personal performance and activities.</p> <p>Start to improve trails to increase the challenge of the course.</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.</p> <p>Improve a trail to increase the challenge of the course.</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.</p> <p>Listen to feedback and improve an orienteering course from it.</p>
Evaluate- Any performing activity can link			
<p>Watch, describe and evaluate the effectiveness of a performance.</p>	<p>Watch, describe and evaluate the effectiveness of</p>	<p>Choose and use criteria to evaluate own and others' performances.</p>	<p>Thoroughly evaluate their own and others' work. Suggesting</p>

<p>Describe how their performance has improved over time.</p>	<p>performances giving ideas for improvements.</p> <p>Modify their use of skills of techniques to achieve a better result.</p>	<p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>thoughtful and appropriate improvements.</p>
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Swimming

Swimming lessons are for years 3-6 at WSLPA. Therefore, the objectives listed below in year 1-2 should be taught/consolidated by instructors in year 3.

Objectives from target tracker.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Enter the water safely and move in all directions for a short distance.</p> <p>Be at ease with water showered from above and wetting the face.</p> <p>Maintain a floating position with aids or support.</p> <p>Push and glide in a horizontal position from the side.</p>	<p>Jump in from the poolside safely.</p> <p>Blow bubble underwater with nose and mouth submerged.</p> <p>Regain upright position from a back or front float.</p> <p>Push and glide on the back from the side of the pool.</p> <p>Perform a 360 degree rotation from front to</p>	<p>Jump into the pool and submerge briefly</p> <p>Sink, push away from the wall and glide underwater for a short distance</p> <p>Submerge fully to pick up an object from the bottom.</p> <p>Have a reasonable knowledge of the water safety code.</p>	<p>Perform a sequence of changing shapes whilst floating on the surface</p> <p>Swim approx. 10m using a range of different strokes (back/breast/front crawl)</p>	<p>Perform a surface dive</p> <p>Swim over 10m using a range of strokes accurately.</p> <p>Perform a range of jumps into deep water and tread water when resurfacing.</p> <p>Perform a forward somersault tucked in the water.</p>	<p>Swim 10m wearing clothes.</p> <p>Exit the water without using steps.</p> <p>Swim 25m using any stroke.</p> <p>Perform a range of movements in deep water demonstrating confidence and competence.</p>

	Demonstrate an understanding of water safety.	back and back to front.				
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