

Gorse Hill Primary School- Progression of Skills in PE

Gymnastics

EYFS	KS1 National Curriculum	KS2 National Curriculum	
The main Early Years Outcomes covered in the Gymnastics units are: 1 Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60) 2 Experiments with different ways of moving. (PD M&H 40-60) 3 Jumps off an object and lands appropriately. (PD M&H 40-60) 4 Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD M&H 40-60)	1 Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	1 Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. 2 Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	

EYFS	KS1	LKS2	UKS2
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Health and Fitness

Describe how the body feels when still and when exercising.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	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.	Understand the importance of warming up and cooling down. Carry out warm-ups and cooldowns safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
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Skills

Increasingly be able to use and remember	Create a short sequence of movements. Roll in different ways with control. Travel in	Create a short sequence of movements. Roll in different ways with control. Travel in	Create a short sequence of movements. Roll in different ways with control. Travel in
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<p>sequences and patterns of movements which are related to music and rhythm. Decide whether to crawl, walk or run across a plank, depending on its length and width. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment.</p>	<p>different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment.</p>	<p>different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment.</p>
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Rolls

<p>Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll</p>	<p>Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll</p>	<p>Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle Crouched forward roll</p>	<p>Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll</p>
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Jumps

<p>Straight jump Tuck jump Jumping Jack Half turn jump</p>	<p>Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle</p>	<p>Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn</p>	<p>Straight jump, Tuck jump, Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn</p>
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			Cat leap full-turn Split leap Stag leap
Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table			
	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault
Handstands, cartwheels and round-offs			
Bunny hop	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Lunge into handstand Lunge into cartwheel	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off
Travelling, linking and actions			
	Tiptoe, step, jomp and hop Hopscotch Skipping Galloping Straight jump half turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot
Shapes and Balances			
Standing balances	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support
Compete and perform			
Control my body when	Perform sequences of their own composition with	Perform and create sequences with fluency and	Link actions to create a complex sequence using a full

<p>performing a sequence of movements. Participate in simple games.</p>	<p>coordination. Perform learnt skills with increasing control.</p>	<p>expression. Perform and apply skills and techniques with control and accuracy</p>	<p>range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.</p>
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Gorse Hill Primary School – PE Progression of skills

Dance

EYFS	KS1 National Curriculum	KS2 National Curriculum
<p>Early Years Outcomes The main Early Years Outcomes covered in the Dance units are: 1 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PD – M&H 30-50) 2 Experiments with different ways of moving. (PD – M&H 40- 60) 3 Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD – M&H ELG) 4 Enjoys joining in with dancing and ring games. (EAD – M & M 30-50) 5 Beginning to move rhythmically. (EAD – M & M 30-50) 6 Imitates movement in response to music. (EAD – M & M 30-50) 7 Begins to build a repertoire of songs and dances. (EAD – M & M 40-60) 8 Children sing songs, make music and dance, and experiment with ways of changing them. (EAD – M & M ELG) 9 Developing preferences for forms of expression. (EAD – BI 30-50) 10 Uses movement to express feelings. (EAD – BI 30- 50) 11 Creates movement in response to</p>	<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. Pupils should be taught to: 1 master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; 2 perform dances using simple movement patterns.</p>	<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. Pupils should be taught to:</p> <ol style="list-style-type: none"> 1 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; 2 perform dances using a range of movement patterns; 3 compare their performances with previous ones and demonstrate improvement to achieve their personal best.

<p>music. (EAD – BI 30- 50) 12 Captures experiences and responses with a range of media, such as dance. (EAD – BI 30-50) 13 Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD – BI 40-60) 14 Children represent their own ideas, thoughts and feelings through dance. (EAD – BI ELG)</p>			
EYFS	KS1	LKS2	UKS2
Health and Fitness			
<p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p>	<p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p>	<p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p>	<p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p>
Dance skills			
<p>Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas. Join a range of different movements together.</p>	<p>Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p>

		Use simple dance vocabulary when comparing and improving work.	<p>Show a change of pace and timing in their movements.</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> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>
Compete and perform			
Control my body when performing a sequence of movements. Participate in simple games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy	<p>Link actions to create a complex sequence using a full range of movement that showcases different agilities, 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>
Evaluate			
Talk about what they have done. Talk about what others have done.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Games (including invasion games, net and wall strike and field)

EYFS	KS1 National Curriculum	KS2 National Curriculum	
<p>The main Early Years Outcomes covered in the Games units are:</p> <p>1 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60)</p> <p>2 Children show good control and coordination in large and small movements. (PD – M&H ELG)</p> <p>3 Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)</p> <p>4 Experiments with different ways of moving. (PD M&H 40-60)</p> <p>5 They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)</p>	<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> <p>1 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;</p> <p>2 participate in team games, developing simple tactics for attacking and defending;</p> <p>3 perform dances using simple movement patterns.</p>	<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> <p>1 use running, jumping, throwing and catching in isolation and in combination;</p> <p>2 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;</p> <p>3 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</p> <p>4 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
EYFS	KS1	LKS2	UKS2

Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.
Striking and hitting a ball			
Hit a ball with a bat or racquet.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.
Throwing and catching a ball			
Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching and know when each is appropriate in a game. Throw and catch accurately and successfully under pressure in a game.
Travelling and passing with a ball			
Kick an object at a target. Move a ball in different ways	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways.	Pass the ball with increasing speed, accuracy and success in a game situation. Move with the ball using a range of techniques showing control and fluency.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.

including kicking and bouncing.			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.
Possession			
		Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
Using space			
Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	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 best space in a game.	Find a useful space and get into it to support teammates. Make the best use of space to pass and receive the ball.	Demonstrate a good awareness of space.
Attacking and defending/tactics and rules			
Play a range of simple chasing games and follow simple rules.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Vary the tactics they use in a game. Adapt rules to alter games. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.
Evaluate			
Talk about what they have done. Talk about what others have done.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Compete and perform			
Control my body when performing a sequence of movements. Participate in simple games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy	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 confidently, consistently and

			with precision. Begin to record their peers' performances, and evaluate these.
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Gorse Hill Primary School – PE Progression of skills

Athletics

EYFS	KS1 National Curriculum	KS2 National Curriculum	
<p>Early Years Outcomes The main Early Years Outcomes covered in the Athletics units are: 1 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60) 2 Children show good control and coordination in large and small movements. (PD – M&H ELG) 3 Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60) 4 Experiments with different ways of moving. (PD M&H 40-60) 5 They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)</p>	<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. Pupils should be taught to: 1 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; 2 participate in team games, developing simple tactics for attacking and defending.</p>	<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. Pupils should be taught to: 1 use running, jumping, throwing and catching in isolation and in combination; 2 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; 3 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; 4 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
EYFS	KS1	LKS2	UKS2

Health and Fitness

Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.
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Striking and hitting a ball

Hit a ball with a bat or racquet.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.
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Throwing and catching a ball

Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching and know when each is appropriate in a game. Throw and catch accurately and successfully under pressure in a game.
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Travelling and passing with a ball

Kick an object at a target.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Pass the ball with increasing speed, accuracy and success in a game situation.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
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Move a ball in different ways including kicking and bouncing.	Know how to pass the ball in different ways.	Move with the ball using a range of techniques showing control and fluency.	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.
Possession			
		Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
Using space			
Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	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 best space in a game.	Find a useful space and get into it to support teammates. Make the best use of space to pass and receive the ball.	Demonstrate a good awareness of space.
Attacking and defending/tactics and rules			
Play a range of simple chasing games and follow simple rules.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Vary the tactics they use in a game. Adapt rules to alter games. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.
Evaluate			
Talk about what they have done. Talk about what others have done.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Compete and perform			
Control my body when performing a sequence of movements. Participate in simple games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy	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 confidently, consistently and

			with precision. Begin to record their peers' performances, and evaluate these.
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Gorse Hill Primary School – PE Progression of skills

Outdoor Adventurous activities

		KS2 National Curriculum	
		<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"> • take part in outdoor and adventurous activity challenges both individually and in a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	
EYFS	KS1	LKS2	UKS2
Health and Fitness			
		<p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p>	<p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p>
Trails			
		<p>Orientate themselves with increasing confidence and accuracy around a short trail. Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.</p>	<p>Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers some challenge to others. Use navigation equipment (maps, compasses) to improve the trail.</p>
Problem Solving			
		<p>Communicate clearly with people in a team and with other teams. 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>Use clear communication to effectively complete a particular role in a team. Compete 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.</p>

Preparation and Organisation			
		<p>Make an informed decision on the best equipment to use for an activity.</p> <p>Plan and organise a trail that others can follow.</p> <p>Begin to choose equipment that is appropriate for an activity.</p>	<p>Choose the best equipment for an outdoor activity.</p> <p>Prepare and orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Manage an orienteering event for others to compete in.</p>
Communication			
		<p>Communicate clearly with others.</p> <p>Work as part of a team.</p> <p>Begin to use a map to complete and orienteering course.</p>	<p>Communicate clearly and effectively with others when under pressure.</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>
Evaluate			
Talk about what they have done. Talk about what others have done.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Compete and perform			
Control my body when performing a sequence of movements. Participate in simple games.	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy</p>	<p>Link actions to create a complex sequence using a full range of movement that showcases different agilities, 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>

Swimming

Swimming and Water Safety National Curriculum Aims All school must provide a 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