

PE Progression Map

Intent

At Holy Trinity CE Academy we recognise the value of Physical Education through physical activity, our goal is the development of the individual as a whole, not just their physical development or their proficiency in specific sports. We fully adhere to the aims of the national curriculum for physical education to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

Implementation

All pupils are provided with a minimum of two hours of Physical Education each week as well as integration through curriculum teaching PE where possible. Sessions are delivered through external coaching and specialist members of staff. Sporting activities are aligned throughout the year to streamline progression and map key progress indicators throughout children's learning. This ensures that children develop their knowledge of games, gymnastics, athletics and outdoor and adventurous activity progressively. The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the National Curriculum.

We teach lessons so that children:

- 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
- Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations
- Apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement
- Enjoy communicating, collaborating and competing with each other
- Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Extra-curricular provision also provides further challenge and access to a range of physical activity. All children have the opportunity to participate in PE at their own level of development, with coaches ensuring that lessons cater for individual needs. As well as securing and building on a range of skills,

children develop knowledge of the basic rules of a range of games and activities. They experience positive competition and a string focus is placed on developing good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity. Pupils in KS2 are provided with additional swimming tuition to maximise those leaving primary school meet national expectations.

Impact

At Holy Trinity CE Academy, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the opportunities to develop skills and to achieve their personal best. We encourage our pupils to be physically active and this has positive implications on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of exercise. We hope children enjoy PE and develop a love of sport, and physical activity, that they pursue outside of school and in future life outside of primary school. All pupils understand the values and importance of fair play and being a good sportsman. Year 6 pupils leave school with the skills to self-rescue in the water and swim 25 metres competently.

End of EYFS Expectations

Physical Development ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, hopping, walking, skipping, jumping, climbing.
- Develop overall body strength, balance, coordination and agility.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Combine different movements with ease and fluency.
- Demonstrate strength, balance and coordination when playing.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.

Key Stage 1 National Curriculum Expectations

Pupils should be taught to:

Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination

<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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Swimming and Water Safety	
In particular, pupils should be taught to:	
<ul style="list-style-type: none"> • 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. 	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games (Rugby, Football, Cricket)	Health and Fitness						
	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.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some	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.

			Explain why it is important to warm up and cool down.	reasons for warming up and cooling down.		Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Striking and Hitting a Ball						
Hit a ball with a bat or racquet.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	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.	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.	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.
Throwing and Catching a Ball						

	<p>Roll equipment in different ways.</p> <p>Throw underarm. Throw an object at a target.</p> <p>Catch equipment using two hands.</p>	<p>Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</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>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. Vary types of throw used.</p>	<p>Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball 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>Develop different ways of throwing and catching.</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p>Throw and catch accurately and successfully under pressure in a game</p>
	Travelling with a Ball						
	<p>Move a ball in different ways, including bouncing and kicking.</p>	<p>Travel with a ball in different ways.</p> <p>Travel with a ball in different</p>	<p>Bounce and kick a ball whilst moving.</p>	<p>Move with the ball in a variety of ways with some control.</p>	<p>Move with the ball using a range of techniques, showing control and fluency.</p>	<p>Use a variety of ways to dribble in a game with success.</p>	<p>Show confidence in using ball skills in various ways in a game situation, and link these</p>

	Use equipment to control a ball.	directions (side to side, forwards and backwards) with control and fluency.	Use kicking skills in a game. Use dribbling skills in a game.	Use two different ways of moving with a ball in a game.		Use ball skills in various ways, and begin to link together.	together effectively
	Passing a Ball						
	Kick an object at a target.	Pass the ball to another player in a game. Use kicking 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.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	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						
				Know how to keep and win back possession of the ball in a team game.	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 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 in different directions or pathways. Run at different speeds. Begin to	Use different ways of travelling at different speeds and following different pathways,	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space.	Demonstrate a good awareness of space.	

	use space in a game.	directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.				
Attacking and Defending						
Play a range of chasing games.	Begin to use the terms attacking and defending. 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.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	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.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition 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.
Tactics and Rules						
Follow simple rules.	Follow simple rules to play games, including team games.	Understand the importance of rules in games.	Apply and follow rules fairly. Understand and begin to apply the	Vary the tactics they use in a game.	Know when to pass and when to dribble in a game.	Follow and create complicated rules to play a game successfully.

	<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>	Use at least one technique to attack or defend to play a game successfully.	<p>basic principles of invasion games.</p> <p>Know how to play a striking and fielding game fairly.</p>	Adapt rules to alter games.	Devise and adapt rules to create their own game.	Communicate plans to others during a game. Lead others during a game.
Compete/Perform						
Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	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.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	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.
Evaluate						
Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how	Watch and describe performances, and use what they see to	Watch, describe and evaluate the effectiveness of a performance. Describe how	Watch, describe and evaluate the effectiveness of performances, giving ideas for	Choose and use criteria to evaluate own and others' performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and

		they could improve.	improve their own performance. Talk about the differences between their work and that of others.	their performance has improved over time.	improvements. Modify their use of skills or techniques to achieve a better result.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	appropriate improvements.
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Health and Fitness						
	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 warm up 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.
	Acquiring and Developing Skills						

<p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Travel in different ways.</p> <p>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. Hold still shapes and simple balances.</p> <p>Carry out simple stretches. Carry out a range of simple jumps, landing safely.</p> <p>Move around,</p>	<p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link 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>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>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</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>Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</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 should be in relation to the base of the balance.</p> <p>Confidently use equipment to</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 incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p>
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		under, over, and through different objects and equipment. Begin to move with control and care.		<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>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>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>Develop strength, technique and flexibility throughout performances.</p>
Compete/Perform							
Control my 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 create sequences with fluency and expression.	Perform own longer, more complex sequences in time to music.	Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.	
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.	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	

				Compete against self and others in a controlled manner.			skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.
	Evaluate						
	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	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 a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	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.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	Health and Fitness						
	Describe how the body feels when still and when exercising	Describe how the body feels before, during and after exercise.	Recognise and describe how the body feels during and after	Recognise and describe the effects of exercise on the body.	Describe how the body reacts at different times and how this	Know and understand the reasons for	Understand the importance of warming up and cooling down.

	Carry and place equipment safely.	different physical activities. Explain what they need to stay healthy.	Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	warming up and cooling down. Explain some safety principles when preparing for and during exercise	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.
Running						
Run in different ways for a variety of purposes.	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line.	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.	Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting,	Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a

		Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.	Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.	leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.		focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.	consistent stride pattern. Accelerate to pass other competitors. 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. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
	Jumping						
	Jump in a range of ways, landing safely.	Perform different types of jumps: for example, two feet to two feet, two feet to one	Perform and compare different types of jumps: for example, two feet to two feet,	Use one and two feet to take off and to land with. Develop an effective take-off	Learn how to combine a hop, step and jump to perform the standing triple	. Improve techniques for jumping for distance. Perform an effective	Develop the technique for the standing vertical jump.

	<p>foot, one foot to same foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high as possible.</p> <p>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>two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Combine different jumps 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. Know that the leg muscles are used when performing a jumping action.</p>	<p>for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump. Land safely and with control.</p>	<p>jump. Land safely and with control.</p> <p>Begin to measure the distance jumped</p>	<p>standing long jump. 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. Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy. Investigate different jumping techniques.</p>	<p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</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						
	Roll equipment in different ways.	Throw underarm and overarm.	Throw different types of	Throw with greater control	Perform a pull throw.	Perform a fling throw.	Perform a heave throw.

	Throw underarm. Throw an object at a target.	Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.	equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	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. Develop and refine techniques to throw for accuracy.
	Compete/Perform						
	Control my body when performing a sequence of movements. Participate in simple games.	Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform learnt skills with increasing control. Compete against self and others.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong

						tactics and composition.	understanding of tactics and composition.
Evaluate							
	Talk about what they have done.	Watch and describe performances.	Watch and describe performances, and use what they see to improve their own performance.	Watch, describe and evaluate the effectiveness of a performance.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Choose and use criteria to evaluate own and others' performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
	Talk about what others have done.	Begin to say how they could improve.	Talk about the differences between their work and that of others.	Describe how their performance has improved over time.	Modify their use of skills or techniques to achieve a better result.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outdoor Adventurous Activity	Health and Fitness						
				Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health.	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.

			Explain why it is important to warm up and cool down.	Know some reasons for warming up and cooling down.		Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Trails						
			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.	Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail	Orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Use navigation equipment to orientate around a trail
Problem Solving						
			Identify and use effective	Communicate clearly with other	Use clear communication	Use clear communication to

			<p>communication to begin to work as a team.</p> <p>Identify symbols used on a key.</p>	<p>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.</p> <p>Associate the meaning of a key in the context of the environment.</p>	<p>to effectively complete a particular role in a team.</p> <p>Complete orienteering activities both as a part of a team and independently</p> <p>Identify a key on a map and begin to use the information in activities.</p>	<p>effectively complete a particular role in a team.</p> <p>Compete in orienteering activities both as a part of a team and independently</p> <p>Use a range of map styles and make an informed decision on the most effective.</p>
Preparation and Organisation						
			<p>Begin to choose equipment that is appropriate for an activity</p>	<p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p>	<p>Choose the best equipment for an outdoor activity.</p> <p>Create an outdoor activity that challenges others.</p> <p>Create a simple plan of an activity for others to follow.</p>	<p>Choose the best equipment for an outdoor activity</p> <p>Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate an</p>

				Plan and organise a trail that others can follow	Identify the quickest route to accurately navigate an orienteering course.	orienteering course Manage an orienteering event for others to compete in.
Communication						
			Communicate with others	Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course	Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course Begin to use a compass for navigation.	Communicate clearly and effectively with others under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Use a compass for navigation. Organise an event for others.
Compete/Perform						
			Begin to complete activities in a set period of time.	Complete an orienteering course more than once and begin to identify ways of	Complete an orienteering course on multiple occasions, in a quicker time due	Complete an orienteering course on multiple occasions, in a quicker time due

				Begin to offer an evaluation of personal performances and activities.	improving completion time. Offer an evaluation of both personal performances and activities. Start to improve a trail to increase the challenge of the course	to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course	to improved technique. 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
	Evaluate						
				Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	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.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.