

Moulton Primary School: PE Curriculum Progression

Key Learning (National curriculum)

KEY STAGE 1

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:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

KEY STAGE 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Understanding of Fitness and Health	<p>Describe how the body feels before, during and after exercise.</p> <p>Know and talk about the difference between (muscular) tension and relaxation</p> <p>Observe that the body becomes hot during vigorous exercise</p> <p>Know that a lesson begins with a warm up and ends with a cool down</p> <p>Handle and place small items of equipment safely</p> <p>To begin to demonstrate an understanding of fair play and respect for other's well-being.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p> <p>Observe that the heart beats faster; breathing is quicker and the body temperature is warmer after exercise.</p> <p>Recognise, identify and avoid possible risks when handling apparatus.</p> <p>Demonstrate an understanding of basic safety principles when working with a partner.</p> <p>To begin to demonstrate an understanding of fair</p>	<p>Recognise and describe the effects of exercise on the body. (Compare and contrast breathing and heart rates when resting and exercising)</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>Demonstrate an understanding of basic safety principles when working with a partner.</p> <p>To demonstrate an understanding of fair play and respect for other's well-being.</p> <p>To demonstrate an understanding of fair</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Know elements of fitness i.e. strength, flexibility, speed and stamina.</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 devise stretching exercises and how these can affect the range of movements in a joint.</p> <p>Devise simple routines of stretching exercises in preparation for and completion of physical activity.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Know elements of a warm up i.e. stretching, pulse raising and mobility activities.</p> <p>To know safety principles when preparing for and during exercise.</p> <p>Devise simple warm up routines.</p> <p>Know how muscles work.</p> <p>Show some understanding of the relevant and importance of the elements of fitness to different activities i.e. suppleness to dance,</p>	<p>Understand the importance of a particular elements to a warm up for different physical activities.</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>Independently carry out preliminary checks on equipment and apparatus to ensure it is safely assembled.</p> <p>Recognise how physical activity can contribute to overall health and fitness.</p> <p>To explain and demonstrate an</p>

		play and respect for other's well-being.	play and respect for other's well-being.	To demonstrate an understanding of fair play and respect for other's well-being.	Understand how, Show a sound understanding of basic safety principles when designing and constructing arrangements of apparatus, devising their own games, tactics and rules. To begin to explain and demonstrate an understanding of fair play and respect for other's well-being.	understanding of fair play and respect for other's well-being.
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GAMES

Acquiring and Developing Skills	<p>Actions:</p> <ul style="list-style-type: none"> roll throw bounce <p>(Above skills with one hand, over increasing, accuracy and distance)</p> <ul style="list-style-type: none"> steer tap (dribble) a ball with feet tap (dribble) a ball along the ground avoiding obstacles intercept pass 	<p>Actions</p> <ul style="list-style-type: none"> throw roll bounce strike kick <p>(Above skills in varying directions)</p> <ul style="list-style-type: none"> throw overhead throw high strike a ball short and low field a low ball feed (bowl) sympathetically to a partner 	<p>Actions</p> <p><u>Invasion games</u></p> <ul style="list-style-type: none"> receive with feet and stick kick throw hit with stick touch tackle <p>(Above skills varying the length and direction)</p> <ul style="list-style-type: none"> bounce a ball static and travelling <p>Tactics</p> <ul style="list-style-type: none"> mark the player or the space organise simple defence 	<p>Actions</p> <p><u>Invasion games</u></p> <ul style="list-style-type: none"> dribble shoot pass while travelling tackle block swerve dodge <p>(Above skills with hands, feet and sticks)</p> <p>Tactics</p> <ul style="list-style-type: none"> choose best position to mark the space 	<p>Actions</p> <p><u>Invasion games</u></p> <ul style="list-style-type: none"> dribble around obstacles pass to right and left one/two touch passing – with feet and stick shoot at speed <p>(Above skills with hands, feet and sticks)</p> <p>Tactics</p> <ul style="list-style-type: none"> maintaining possession taking possession 	<p>Actions</p> <p><u>Invasion games</u></p> <ul style="list-style-type: none"> goalkeeping <p>Tactics</p> <ul style="list-style-type: none"> target player supporting the player with the ball team formations adapt tactics to changing situations simple game plan
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				<ul style="list-style-type: none"> • if and when to tackle • patterns of play from re-starts 	<ul style="list-style-type: none"> • creating space in attack 	
	<p>Tactics: <u>Striking/fielding</u></p> <ul style="list-style-type: none"> • place a simple field • release a ball quickly • place a ball relative to the position of the fielders <p><u>Net</u></p> <ul style="list-style-type: none"> • cover space in defence • work as a team in attack 	<p>Tactics: <u>Striking/fielding</u></p> <ul style="list-style-type: none"> • relay tactic for returning the ball when fielding • place field relative to the direction of the strike <p><u>Net</u></p> <ul style="list-style-type: none"> • place a send relative to the position of the opposition <p><u>Invasion</u></p> <ul style="list-style-type: none"> • move into space to receive pass • mark a player • mark the space • simple patterns of play 	<p>Actions <u>Net/wall games</u></p> <ul style="list-style-type: none"> • throw over a divide • throw at a target • send with palm of hand, bat or racket <p>Tactics</p> <ul style="list-style-type: none"> • anticipate the direction of a send • move to intercept 	<p>Actions <u>Net/wall games</u></p> <ul style="list-style-type: none"> • ready position • rally <p>Tactics</p> <ul style="list-style-type: none"> • defend from centre of court • vary direction and height of send 	<p>Actions <u>Net/wall games</u></p> <ul style="list-style-type: none"> • forehand • backhand • volley <p>Tactics</p> <ol style="list-style-type: none"> 1. when to play ground stroke and when to volley 	<p>Actions <u>Net/wall games</u></p> <ul style="list-style-type: none"> • groundstroke to volley • lob <p>Tactics</p> <ul style="list-style-type: none"> • when to remain on the baseline and when to move to net • play for points
			<p>Actions <u>Striking /Fielding games</u></p> <ul style="list-style-type: none"> • field low and high balls • strike off a tee in different directions over increasing distances <p>Tactics</p> <ul style="list-style-type: none"> • select simple fielding tactic • vary direction and length of strike 	<p>Actions <u>Striking/fielding games</u></p> <p>strike from self-feed, varying direction and length</p> <p>Tactics</p> <ul style="list-style-type: none"> • anticipate how far to run • position field relative to speed of individual fielders • place field relative to the anticipated strike 	<p>Actions <u>Striking/fielding games</u></p> <ul style="list-style-type: none"> • bowl • overarm throw • strike from bowled ball in different directions <p>Tactics</p> <ul style="list-style-type: none"> • when to run and when to pass 	<p>Actions <u>Striking/fielding games</u></p> <ul style="list-style-type: none"> • bowl competitively • over arm bowl • one-handed catch <p>Tactics</p> <ul style="list-style-type: none"> • select field placements • vary bowl • factors affecting tactical decisions • plan tactics • adapt tactics to
Selecting and Applying skills, tactics and compositional ideas	understand the concept of aiming at a partner or into a space and scoring successful attempts	explore ways of making it difficult for an opponent to score i.e. to defend	explore variations of speed, height, direction of throws, strikes etc use similar skills in different types of game	explore variations of speed direction, height and weight of pass and strike	use space effectively in attack use skills and simple tactics to keep	demonstrate an ability to perform simple combinations for skills within a game situation

	<p>understand the difference between working with and competing against a partner</p> <p>explain what they are doing or attempting to do</p> <p>use skills in different sorts of games e. g. kicking in net, invasion and striking/fielding games</p> <p>demonstrate an awareness of space and how to use it to attack and defend in simple game situations</p> <p>choose and use simple skills appropriately</p> <p>consistently apply simple rules when playing games</p>	<p>understand that positioning influences the success of attacking and defending in simple competitive games</p> <p>know the basic principles of striking/fielding, net and invasion games and understand that they operate differently in each</p> <p>look for space and use their observations to decide where to move and where to send a projectile</p> <p>use simple tactics to help a partner (own team) and make it difficult for opponents</p> <p>consistently apply a diversity of simple rules and scoring systems</p>	<p>understand and apply simple tactics to 'make it more difficult for the opposition'</p> <p>understand that there are different types of games and select simple tactics appropriate to each</p> <p>estimate how far they can run or how many runs they can score from a strike in striking fielding games create a game</p> <p>understand the need for rules to make a game safe and fair</p> <p>devise own simple rules, apply them consistently and without dispute</p> <p>keep the score in different types of games</p>	<p>explore ways to dodge an opponent</p> <p>demonstrate some understanding of the need to vary passes and strikes in response to changing situations in a game and to surprise opponents</p> <p>work together as a pair or team to outwit the opposition</p> <p>use simple set moves to support an attack (invasion)</p> <p>recognise that tactics are similar in the same type of games e.g. in all invasion-type games select and use simple tactics</p> <p>understand that rules serve different purposes e.g. to ensure safety and fairness; to facilitate optimum involvement of all players</p>	<p>possession and progress towards 'goal'</p> <p>understand that there are different positions in teams and that they have different roles</p> <p>select and apply different tactics when moving from attack into defence, defence into attack</p> <p>devise scoring systems for different types of game</p> <p>explain the (their) rules of a game and why they are important</p>	<p>attempt to use changes of speed, direction and height of passes, shots, bowls and strikes to outwit opponents</p> <p>apply basic defending tactics</p> <p>demonstrate an ability to use space in attack and in defence – individually and as a member of a team</p> <p>plan simple team strategies</p> <p>formulate simple game plan</p> <p>demonstrate a consistent appreciation of fair play and the importance of good sporting behaviour</p>
Evaluating and Improving Performance	observe, recognise and describe different actions	accurately describe their own and others' practices and games	observe and identify comparisons and contrasts in actions e.g.	compare own performance with that of others – technically	know and comment on basic technical and tactical elements of	observe and assess play using a wide range of

	<p>describe their own game; what they did and how they did it</p> <p>observe and describe what other children are doing</p> <p>observe and copy other children's actions and games</p> <p>make simple comments on their own and other's games e.g. was it hard or easy; was it fun?</p> <p>understand the need to practise skills to improve accuracy and consistency</p>	<p>make simple judgements on their own work given clear criteria</p> <p>make simple judgements on the success of other's skills, tactics and games</p> <p>copy actions, ideas and tactics and use the knowledge and understanding to improve their own performance</p> <p>practise skills and games to improve performance</p>	<p>high and low strike; fast and slow throw</p> <p>assess their own performance identifying what they do well and what they find difficult</p> <p>recognise good individual and team play and give some reasons why it is good</p> <p>apply a range of given criteria to make judgements on their own and other's work</p> <p>make simple suggestions on how individual and team performances might be improved</p> <p>use appropriate technical and tactical terminology</p> <p>know how to practice actions and tactics to improve performance</p>	<p>and tactically use observations to improve own performance</p> <p>assess own and other's work using a wide range of specific criterion given by the teacher</p> <p>describe what they need to do to improve individual and team performance</p> <p>practise skills and tactics play to improve performance</p> <p>work constructively with a partner or team to devise practices to improve their individual and combined performance</p> <p>use appropriate technical and tactical terminology</p> <p>assess the ease or difficulty of interpreting and applying different rules</p>	<p>their own and other's games</p> <p>describe how they use space individually and as a team</p> <p>assess their own and others' performances applying their own specific criteria</p> <p>identify a focus for individual improvement</p> <p>identify a focus for improving team play</p> <p>use an increasing range of appropriate technical and tactical terminology</p>	<p>technical and tactical criteria</p> <p>comment constructively and descriptively on their own and other's work including elements that can be improved</p> <p>adapt play to suit their own and others' strengths and weaknesses</p> <p>recognise their own strengths and weaknesses in relation to different positions and what they need to do to improve</p> <p>describe their use of tactics, explaining the factors taken into consideration</p> <p>use a wide range of appropriate technical and tactical terminology</p>
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DANCE						
Acquiring and Developing Skills	Copy and repeat actions.	Copy, remember and repeat actions.	Begin to improvise with a partner to create a simple dance.	Identify and repeat the movement patterns and actions of a chosen dance style.	Identify and repeat the movement patterns and actions of a chosen dance style.	Identify and repeat the movement patterns and actions of a chosen dance style.
	Put a sequence of actions together to create a motif.	Create a short motif inspired by a stimulus.	Create motifs from different stimuli.	Compose a dance that reflects the chosen dance style.	Compose individual, partner and group dances that reflect the chosen dance style.	Compose individual, partner and group dances that reflect the chosen dance style.
	Vary the speed of their actions.	Change the speed and level of their actions.	Begin to compare and adapt movements and motifs to create a larger sequence.	Confidently improvise with a partner or on their own.	Show a change of pace and timing in their movements.	Use dramatic expression in dance movements and motifs.
	Use simple choreographic devices such as unison, canon and mirroring.	Use simple choreographic devices such as unison, canon and mirroring.	Use simple dance vocabulary to compare and improve work.	Compose longer dance sequences in a small group.	Develop an awareness of their use of space.	Perform with confidence, using a range of movement patterns.
	Begin to improvise independently to create a simple dance.	Use different transitions within a dance motif.	Perform with some awareness of rhythm and expression	Demonstrate some precision and control in response to stimuli.	Demonstrate imagination and creativity in the movements they devise in response to stimuli.	Demonstrate strong and controlled movements throughout a dance sequence.
	Move in time to music. Improve the timing of their actions.		Begin to vary dynamics and develop actions and motifs in response to stimuli.	Use transitions to link motifs smoothly together.	Combine flexibility, techniques and movements to create a fluent sequence.	
			Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.	Improvise with confidence, still demonstrating fluency across the sequence.	Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.	
				Ensure their actions fit the rhythm of the music.		

					<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>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>
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Selecting and Applying skills, tactics and compositional ideas	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control	Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.
Evaluating and Improving Performance	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' performances. 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.

GYMNASTICS

Acquiring and Developing Skills	Actions <ol style="list-style-type: none"> Balance of combinations of foreleg/s feet, foot, hips, tummy, head, hands and forearms Travel using combinations of different body parts Jump from one foot to two feet Rock; rock into roll 	Actions <ol style="list-style-type: none"> balance of combinations of one foot; hand; foreleg; forearm; hip (back and side) and combined with other body parts Transfer weight to and from specific body parts 	Actions <ol style="list-style-type: none"> Balance of two points Jump for length from two feet to two feet Spin Turn – rotate on the vertical axis on the spot and travelling 	Actions <ol style="list-style-type: none"> Move into balances from different starting positions Repeat the same shape in different actions ½ and full turn – vertical axis Wheel (turning on a lateral axis) using 	Actions <ol style="list-style-type: none"> Move into balances using different actions Move out of balance using different finishing positions Swinging gestures Flight onto and off ropes (stationary and swinging) 	Actions <ol style="list-style-type: none"> Move out of balances into different actions Recover from flight using different actions Flight from hands Turn on vertical axis – ½ and ¾ turns
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	<ol style="list-style-type: none"> 5. Slide – pushing and pulling 6. Handle small apparatus 	<ol style="list-style-type: none"> 3. Move/balance with hands and/or feet and together 4. Step; side (slip) step 5. Hang and swing from legs and hands 6. Jump for height from two feet 7. Handle large pieces of apparatus 	<ol style="list-style-type: none"> 5. Handle all apparatus (providing the apparatus is appropriate to the age group) 	actions and gestures		<ol style="list-style-type: none"> 5. Devise simple apparatus layouts appropriate to the actions being performed
	<p>Dynamics</p> <ol style="list-style-type: none"> 1. High and low 2. Wide and narrow 3. Sideways 				<p>Dynamics</p> <ol style="list-style-type: none"> 1. Straddle shape 2. Twist shape 3. Sudden 	<p>Dynamics</p> <ol style="list-style-type: none"> 1. Symmetrical and asymmetrical body shapes 2. Change direction – retaining same front
	<p>Space</p> <ol style="list-style-type: none"> 1. Return to same space 2. Travel; <ul style="list-style-type: none"> • In big and small space • On long and short pathways • Towards and away from • Across; through; under 	<p>Dynamics</p> <ol style="list-style-type: none"> 1. Move from high to low and low to high 	<p>Dynamics</p> <ol style="list-style-type: none"> 1. Medium level 2. Pin, tuck and star body shapes 	<p>Dynamics</p> <ol style="list-style-type: none"> 1. Diagonal Pathways 2. Contrast speed, shape, level and direction of movements within a sequence 	<p>Partner Work</p> <ol style="list-style-type: none"> 1. Mirroring 2. With simple contrast 3. Matching floor patterns e.g. L and L; C and C 4. Perform different actions but showing identical dynamic 	<p>Partner Work</p> <ol style="list-style-type: none"> 5. Contrasting floor patterns e.g. L and C; V and O 6. Counter balance – pull and push
		<p>Partner work</p> <ol style="list-style-type: none"> 1. Move together; alongside 2. Lead and follow 3. Copy (match) 	<p>Partner Work</p> <ol style="list-style-type: none"> 1. Move towards and away from 2. Move over 	<p>Partner Work</p> <ol style="list-style-type: none"> 1. Move under or through 2. Perform identical actions but contrast shape and speed 3. Use different relationships e.g. back to back; facing; at right angles to each other 		<p>Space</p> <ol style="list-style-type: none"> 1. Symmetrical and asymmetrical floor patterns

		Space 1. Move around 2. Straight and zigzag pathways	Space 1. Curved pathways	Space 1. a variety of pathways	Space 1. Move along a range of simple predetermined pathways 2. Repeat same pathways using different combination of actions	
Selecting and Applying skills, tactics and compositional ideas	<p>Explore simple movement ideas</p> <p>Select from a constrained choice of movement alternatives and ideas</p> <p>Choose and link actions and dynamics in response to simple tasks</p> <p>Remember and repeat simple movement sequences</p>	<p>Explore like and contrasting actions</p> <p>Remember and repeat simple movement variations</p> <p>Select from a constrained choice of actions, dynamics and/or space and combine their choice in simple movement sequences</p> <p>Devise and repeat short sequences of movements with a clear beginning, middle and end</p> <p>Adapt floor sequences to apparatus</p>	<p>Devise short sequences of movements in response to simple tasks travelling and on the spot</p> <p>Devise, perform and repeat short sequences of movement to include obvious contrasts and a clear beginning, middle and end</p> <p>Adapt floor sequences to apparatus</p> <p>Adapt (where necessary) and repeat sequences working with a partner</p>	<p>Combine actions showing repetition of the same shape</p> <p>Combine actions showing obvious changes of speed, level, direction and or shape</p> <p>Explore and combine actions with a partner performing identical actions but contrasting speed</p> <p>Devise and refine sequences based on examples of the above tasks</p> <p>Adapt floor sequences to apparatus alone and with a partner</p>	<p>Explore and combine different ways of moving into a balance, balancing and moving out of balance</p> <p>Explore and combine different actions using the same or different shapes with swinging gestures with another partner</p> <p>Explore and combine flight onto and off the ropes with other actions</p> <p>Devise and refine longer and more complex sequences based on examples of the above tasks</p> <p>Change the order of actions or the dynamics within a sequence to</p>	<p>Continually assess individual and partner work as they are devising a sequence and focus on refining and adapting their work to improve the look of the sequence</p> <p>Plan sequences to include variation and contrast in actions and dynamics</p> <p>Plan sequences to show clear pathways and changes of direction</p> <p>Adapt existing apparatus layouts and devise their own layouts</p> <p>Adapt sequences to different apparatus and apparatus layouts</p>

		Repeat actions and sequences working with a partner			create a different sequence Adapt floor sequences to apparatus alone or with a partner	
Evaluating and Improving Performance	<p>Observe, recognise and describe different actions and dynamics, simple combinations of actions and dynamics</p> <p>Observe and describe short movement sequences</p> <p>Observe and copy actions, dynamics or movement in space</p> <p>Observe and copy other children's simple movement sequences</p>	<p>Observe specific elements of a sequence e.g. changes of level</p> <p>Accurately describe their own and other's sequences</p> <p>Make simple judgements on their own and others work given clear criteria</p> <p>Practise actions and sequences to improve performance</p>	<p>Observe and identify comparisons and contrasts in actions and sequences</p> <p>Apply increasing range of criteria to make judgements on their own and other's work</p> <p>Make suggestions on how a performance might be improved</p> <p>Use appropriate technical and aesthetic language</p> <p>Know how to practise actions and sequences to improve performance</p>	<p>Compare own performance with that of others – content and quality</p> <p>Use observations to improve own performance</p> <p>Assess own and others work using a specific criterion</p> <p>Practise actions and sequences to improve performance</p> <p>Work constructively with a partner to improve his/her or their combined performance</p> <p>Use appropriate technical and aesthetic language</p>	<p>Know and comment on basic compositional elements of their own and others sequences</p> <p>Observe, assess and comment on other's sequences with guidance</p> <p>Identify a focus for individual improvement and improving partner work</p> <p>Devise practices to improve performance</p> <p>Work constructively with a partner to improve his/her or their combined performance</p> <p>Use an increasing range of appropriate technical, compositional and aesthetic language</p>	<p>Observe and assess sequences using a range of technical and compositional criteria</p> <p>Comment constructively and descriptively on their own and others work, identify good practise and elements that can be improved</p> <p>Describe how a sequence was formed</p> <p>Use appropriate technical, compositional and aesthetic terminology</p> <p>Assess the suitability of a piece of apparatus layout for the movement task being performed</p>

Acquiring and Developing Skills	Running					
	<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 and sprint in a straight line.</p> <p>Change direction when jogging and sprinting.</p> <p>Maintain control as they change direction when jogging and 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>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances.</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action.</p> <p>Begin to combine running with jumping over hurdles.</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Develop a fluent changeover.</p> <p>Speed up and slow down smoothly.</p>	<p>Identify their reaction times when performing a sprint start.</p> <p>Accelerate from a variety of different starting positions.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of a run.</p>	<p>Build up speed quickly for a sprint finish.</p> <p>Use their preferred leg when running over hurdles.</p> <p>Accelerate to pass other competitors</p> <p>Work as a team to competitively perform a relay.</p>
	Jumping					
	<p>Perform different types of jumps.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high and as far as possible.</p>	<p>Perform and compare different types of jumps.</p> <p>Combine different jumps together with some fluency and control.</p>	<p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p>	<p>Learn how to combine a hop, step and jump to perform the triple jump.</p> <p>Land safely with control.</p> <p>Begin to measure the distance jumped.</p>	<p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Land safely and with control.</p>	<p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p>

	<p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p>	<p>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>Develop an effective flight phase for the standing long jump.</p> <p>Land safely with control.</p>		<p>Investigate different jumping techniques.</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>
	Throwing					
	<p>Throw underarm and overarm.</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>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>	<p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a fling throw.</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>Develop the technique for the push, pull and fling throw and support others in improving their performance.</p> <p>Accurately measure and record the distance of their throws.</p>
<p>Selecting and Applying skills, tactics and compositional ideas</p>	<p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p>	<p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Perform learnt skills and techniques with control and confidence.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>

			Compete against self and others in a controlled manner.	Take part in a range of competitive games and activities.	Take part in competitive games with strong understanding of tactics and composition.	Take part in competitive games with a strong understanding of tactics and composition.
Evaluating and Improving Performance	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances and use what they see to improve their own performances. Talk about 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.
OUT DOOR ADVENTUROUS ACTIVITIES (OAA)						
Acquiring and Developing Skills			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 confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail.
Selecting and Applying skills, tactics and compositional ideas			Begin to choose equipment that is appropriate for an activity. Identify and use effective	Try a range of equipment for creating and completing an activity. Make an informed decision on the best	Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others.	Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow.

			<p>communication to begin to work as a team.</p> <p>Identify symbols used on a key.</p>	<p>equipment to use for an activity. Plan and organise a trail that others can follow.</p> <p>Communicate clearly with other people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Associate the meaning of a key in the context of the environment.</p>	<p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Identify a key on a map and begin to use the information in activities</p>	<p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Manage an orienteering event for others to compete in.</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Compete in orienteering activities both as part of a team and independently.</p> <p>Use a range of map styles and make an informed decision on the most effective.</p>
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<p>Evaluating and Improving Performance</p>			<p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities. Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</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 performances and activities.</p> <p>Start to improve trails to increase the challenge of the course. 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>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. Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</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. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
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