

PHYSICAL EDUCATION PROGRESSION



YEAR	TOPIC	LEARNING OBJECTIVES
EYFS	Physical Development – Gross Motor Skills	- Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. - Develop and improve skills of, rolling, crawling, walking, jumping, running, hopping, skipping, climbing, throwing, catching, kicking, passing, batting, aiming - develop the strength, co-ordination, balance and agility needed for dance, gymnastics and sport - confidently and safely use a range of large and small apparatus indoors and outside - combine movements together - work safely by themselves, with a partner and in a team
YEAR 1	Gymnastics	- Perform basic gymnastic actions, including travelling, rolling, jumping and stay still. - Explore and link a range of movements and/or shapes. - Develop agility, balance and coordination. - Describe what they have done or seen others doing. - Develop fundamental movement skills, becoming increasingly confident and competent. - Combine different ways of travelling. - Create linked movement phrases with beginnings, middles and ends. - Perform movement phrases using a range of different body actions and body parts.
	Dance	- Respond imaginatively to a range of stimuli. - Combine different ways of travelling - Move confidently and safely in their own and general space, using changes of speed, level and direction. - Perform movement phrases using a range of different body actions and body parts. - Perform dances using simple movement patterns. - Move fluently, changing direction and speed. - Compose and link movement phrases to make simple dances with clear beginnings, middles and ends. - Describe what it feels like to breath quickly during exercise - Create linked movement phrases with beginnings, middles and ends. - Describe what they have done or seen others doing. - Perform movement phrases and short dances with control and accuracy. - Understand why being active and playing games is good for you
	Hockey	- Show control of a ball with basic actions. - Work individually and with others.

		• Develop fundamental movement skills, becoming increasingly confident and competent. • Move fluently, changing direction and speed • Show control of a ball with basic actions. • Understand why being active and playing games is good for you. • Develop agility, balance, and coordination. • Recognise space in games and use it to their advantage. • Explore different ways to use and move with a ball. • Describe what they have done or seen others doing. • Apply skills and tactics in different ways during simple games.
	Handball	• Send a ball/equipment towards a target. • Understand how to score in games. • Move fluently, changing direction and speed easily and avoiding collisions • Recognise space in their games and use it to their advantage • Show control of the ball with basic actions. • Can describe what they have done or seen others doing • Understand the concept of getting in line with the ball to receive it. • Show control and accuracy when throwing the ball underarm. • Pass the ball so it is difficult for an opponent to intercept. • Can shoot at a target. • Use skills individually and in combination to suit the game. • Can move to defend the goal. • Can shoot successfully at a goal. • Plan where to stand to make it difficult for an opponent. • Understand how to play in a safe way.
	Orienteering	• Work independently and with others • Practise working to solve problems • Cooperate with other children to solve problems • Work with other children in the class • Move in different directions and in different ways • Understand how communication can help solve problems • Begin to plan how to solve problems • Participate in competition with others • Introduction to compass directions (N,E,S,W) • Work cooperatively and successfully as part of a team • Participate in games, taking turns and playing fairly
	Cricket	• Understand and follow simple rules for games.

		• Use skills in different ways when playing games. • Develop agility, balance and coordination • Move fluently, changing direction and speed • Understand why being active and playing games is good for you • Show control of a ball with basic actions • Describe what it feels like to breath quickly during exercise • Understand the concept of moving to get in line with a ball to receive it • Show basic control and accuracy when striking a ball • Describe what they have done or seen others doing • Apply skills and tactics to a simple game • Use skills in different ways when playing games
YEAR 2	Dance	• Perform dances using simple movement patterns. • Explore, remember, repeat and link a range of actions with coordination and control. • Develop agility, balance and coordination. • Watch and describe a performance accurately. • Perform a range of actions with control and coordination. • Work individually and with others. • Compose and perform short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas. • Begin to understand the importance of preparing safely and carefully for exercise - warming up. • Perform dance phrases and short dances using rhythmic and dynamic qualities to express moods, ideas and feelings. • Describe dance phrases and expressive qualities • Explore, remember, repeat and link a range of actions with an awareness of the expressive qualities of dance. • Remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness. • Recognise what is successful.
	Ball games	• 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
	Dodgeball	• Engage in competitive physical activities • Develop movement skills in relation to games • Identify what they need to do to improve their performance • Develop catching and striking skills • Pass / send a ball at different speeds • Begin to understand the importance of preparing safely for exercise – warming up • Develop both the accuracy and speed of the ball using both the underarm and overarm technique • Describe what you have done, or seen others doing

		• Compete in games, modified where appropriate • Move at speed with increasing control and competence • Employ simple tactics in two sided games • Develop and understanding of the use of space • Develop problem solving and decision making strategies • Catch the ball with control • Throw the ball with control
	Netball	• Show good awareness of others when playing games. • React to situations in ways that make it difficult for opponents. • Perform a range of actions with control of the ball. • Perform a variety of actions with the ball keeping it under control. • Throw the ball in different ways e.g. low, high, fast, slow. • Begin to understand the importance of preparing safely and carefully for exercise - warming up. • Throw the ball with control. • Catch the ball with control. • Copy actions and ideas and use the information to improve their skills • Choose and use simple tactics to suit different situations. • Pass the ball to keep possession of the ball. • Watch and describe performances accurately • Can apply skills and tactics to small-sided games. • Recognise what is successful.
	Rounders	• React to situations in ways that make it difficult for opponents. • Show good awareness of others when playing games. • Perform a range of catching and gathering skills with control. • Perform a range of actions with control of the ball. • Begin to understand the importance of preparing safely and carefully for exercise - warming up. • Catch with increasing control and accuracy. • Perform a range of catching and gathering skills with control. • Hit a ball with increasing control and accuracy. • Apply skills and tactics in small-sided games. • Participate in team games. • Choose and use simple tactics to suit different situations. • Choose the correct skills to meet a challenge. • Recognise what is successful.

	Athletics	• Explore different running, jumping, and throwing technique. • Begin to apply basic movements in a range of activities. • Develop coordination and balance in a range of activities. • Explore and practise a variety of movements. • Show understanding of correct running technique. • Show control, coordination and consistency when running. • Develop jumping technique. • Show control, coordination and consistency when jumping. • Begin to evaluate own performance. • Develop correct Underarm Throw technique. • Develop correct Pull Throw technique. • Evaluate and improve performance • Understand the difference between sprinting and running over longer distances. • Develop the distance running technique. • Work well as part of a team.
YEAR 3	Games	• Pass and receive the ball with control. • Take up space/positions that make it difficult for opponents. • Recognise players who play well in games and give reasons why. • Keep the ball under control. • Recognise and describe what happens to their breathing and heart rate when playing games. • Receive the ball with control. • Begin to understand why they get hotter when playing games. • Pass the ball with control. • Use a range of skills to keep possession of the ball. • Move to support teammates once they have passed the ball. • Select passes that keep possession. • Identify what they do best and what they find most difficult. • Choose a space/positions where they can receive a pass or support a teammate. • Explain how to keep possession and describe how they and others have achieved it.
	Dance	• Explore and create narratives in response to a range of stimuli. • Understand the link between heart rate and breathing when exercising. • Show control, accuracy and fluency of movement when performing actions on their own. • Perform more complex dance phrases and dances that communicate character and narrative. • Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer. • Work well as part of a team.

		• Combine actions and maintain the quality of performance when performing at the same time as a partner. • Show control, accuracy and fluency of movement when performing actions with a partner. • Develop and vary dance phrases using canon, unison, repetition, and changes of direction, level, speed and pathway. • Collaborate with others. • Describe and evaluate the effectiveness and quality of a performance. • Communicate what they want through their dances and perform with fluency and control, showing sensitivity to accompaniment and to others. • Describe, interpret and evaluate their own dance, taking account of character and narrative
	Gymnastics	• Learn how to use skills in different ways and link them to make actions and sequences of movement. • Perform a range of actions and agilities with consistency, fluency and clarity of movement. • Develop flexibility, strength, technique, control and balance. • Perform skills more accurately and consistently • Show control, accuracy and fluency of movement when performing actions on their own. • Describe how their bodies feel when exercising. • Link skills to make actions and sequences of movement. • Develop balance. • Combine actions to make sequences with changes of speed, level and direction, and clarity of shape. • Create, perform and repeat sequences that include changes of dynamics e.g. changes of level, speed or direction. • Describe and evaluate the effectiveness and quality of a performance. • Learn how to use skills in different ways and link them to make actions and sequences of movement. • Perform a range of actions and agilities with consistency, fluency and clarity of movement. • Learn how to evaluate and recognise their own success.
	Swimming	• 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.
	Athletics	• Show control, coordination and consistency when running. • Show control, coordination and consistency when throwing. • Show control, coordination and consistency when jumping • Apply and develop a broader range of skills. • Use skills in different ways. • Describe how their bodies feel when exercising. • Show control, coordination and consistency when running. • Understand the link between heart rate and breathing when exercising • Develop technique. • Show control, coordinated and consistency when jumping. • Show control, coordinated and consistency when throwing. • Recognise what they do well and what they find difficult.

YEAR 4	Rounders	• Perform the basic skills needed for the games with control and accuracy. • Identify what they need to practice to improve their performance. • Intercept and stop the ball consistently. • Perform the basic skills needed for the games with control and accuracy. • Devise suitable warm-up activities for the upcoming activities. • Throw a ball increasing distances. • Catch a ball with increasing consistency. • Understand the link between heart rate and breathing when exercising. • Hit a ball with increasing control from a tee. • Hit a ball with the correct technique. • Employ simple tactics in game situations. • Work well as part of a fielding team to make it harder for the batter. • Describe how their bodies feel when exercising. • Employ simple tactics in game situations. • Choose fielding skills which make it difficult for opponent.
	Orienteering	• Participate in team games solving problems with others. • Communicate effectively with other people. • Recognise that activities need thinking through and planning. • Work cooperatively and successfully as part of a team. • Move confidently in different ways. • Develop agility, balance, and co-ordination. • Participate in competitive games, following instructions of the game. • Communicate effectively with other people. • Discuss with others plans to achieve success • To make a map with symbols and legend. • To recognise where they are on a map. • Follows rules of orienteering events. • Takes part in a picture orienteering event with success. • Meets challenges effectively working as part of a team. • Compete in a single control orienteering event • Use features on the map to select and plan a route to a control • Evaluate your performance and say what went well and what could be improved
	Invasion Games	• Get into good positions to pass the ball. • Get into good positions to receive the ball. • Describe how their bodies feel when they are warming up and playing games. • Show an increasing consistency and control during games. • Develop the understanding of the importance of speed when playing invasion games.

		• Pass the ball using different techniques. • Pass the ball in different ways e.g. high, low, bounced, fast, slow. • Understand the link between heart rate and breathing during different activities. • Get into good positions to shoot the ball. • Shoot and score with increased success. • Describe the skills they need to improve their play. • Find and use space in game situations. • Keep and follow the rules of games. • Know and explain the tactics and skills they are confident with and use well during games • Pass the ball using different techniques. • Use a range of tactics to keep possession of the ball to shoot or score. • Identify what they need to do to improve their game.
	Dance	• Explore and create characters and narratives in response to a range of stimuli. • Show control, accuracy and fluency of movement when performing actions on their own. • Understand the link between heart rate and breathing when exercising. • Perform dances using a range of movement patterns. • Perform more complex dance phrases and dances that communicate character and narrative. • Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer. • Create, perform and repeat sequences that include changes of dynamics e.g. changes of level, speed or direction. • Communicate what they want through their dances and perform with fluency and control, showing sensitivity to accompaniment and to others. • Identify what they need to practice to improve their performance. • Develop and vary dance phrases using canon, unison, repetition, and changes of direction, level, speed and pathway. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner and in a group. • Perform skills more accurately and consistently. • Work well as part of a team. • Describe, interpret and evaluate their own dance, taking account of character and narrative.
	Swimming	• 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.
	Gymnastics	• Perform skills more accurately and consistently. • Devise and perform a gymnastic sequence, showing a clear beginning, middle, and end. • Apply and develop a broader range of skills. • Perform skills more accurately and consistently. • Recognise what they do well and what they find difficult.

		• Show control, accuracy and fluency of movement when performing actions on their own. • Understand the link between heart rate and breathing when exercising. • Perform a range of actions and agilities with consistency, fluency and clarity of movement. • Create, perform and repeat sequences that include changes of dynamics e.g. changes of level, speed or direction. • Collaborate with others. • Show control, accuracy and fluency of movement when performing actions with a partner. • Combine actions to make sequences with changes of speed, level and direction, and clarity of shape. • Perform skills more accurately and consistently. • Devise and perform a gymnastic sequence, showing a clear beginning, middle, and end.
	Striking and fielding (cricket)	• Find and use space in game situations • Perform the basic skills needed for the games with control and accuracy • Take up space / positions that make it difficult for the opponent • Throw a ball with increased accuracy • Catch a ball with increasing consistency • Hit a ball with increased control from a tee • Hit a ball with increasing control • Show control, coordination and consistency when throwing • Identify what they need to practise in order to improve performance • Participate in competitive games, modified where appropriate • Employ simple tactics in game situations • Recognise and explain good performances • Work well as part of a team • Explain tactics used in games
	Orienteering	• Work cooperatively and successfully as part of a team. • Plan activities to achieve success. • Work cooperatively and successfully as part of a team. • Communicate effectively with other people. • To demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination. • To make a map with symbols and legend • To recognise where they are on a map • Use the navigation points N,S,E,W in games • Develop a basic understanding of map reading, and its importance in Orienteering. • Understand the different points on a map. • Has knowledge of safety rules and procedures for taking part in orienteering event. • Takes part in a picture orienteering event with success. • Meets challenges effectively working as part of a team. • Use 'thumbing and folding techniques' to navigate to and from control points

		• Work as a team to decide what approach to use to meet the challenge set • Use a map to plot the best route between controls • Explain how they could improve their performance
	Athletics	• Show control, coordination and consistency when running. • Show control, coordination and consistency when throwing. • Show control, coordination and consistency when jumping. • Choose the appropriate running speed to meet the demand of the task. • Understand how to pace your speed when running over an increased distance. • Describe how their bodies feel when exercising. • Combine basic jump actions to form a jump combination. • Devise suitable warm-up activities for the upcoming activities. • Develop technique. • Learn how to evaluate and recognise their own success. • Communicate, collaborate and compete with others. • Work well as part of a team.
YEAR 5	Swimming	• 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.
	Football	• Choose skills that meet the needs of the situation. • Participate in competitive games, modified where appropriate. • Show good awareness of others in game situations. • Develop technique. • Pass with accuracy, confidence, and control. • Adapt games and activities making sure everyone has a role to play • Apply basic principles suitable for attacking. • Use a variety of tactics to keep possession of a ball. • Learn how to evaluate and recognise their own success. • Apply basic principles suitable for defending. • Defend by marking, covering, and tracking opponents as appropriate. • Understand how physical activity can contribute to a healthy lifestyle. • Combine and perform skills with control. • Choose different formations to suit the needs of the game. • Watch and evaluate the success of games. • Show good awareness of others in game situations. • Choose skills that meet the needs of the situation. • Identify parts of the game where they are performing well.
	Netball	• Know the difference between attacking and defending skills.

		• Choose skills that meet the needs of the situation. • Identify parts of the game that need improving. • Pass with accuracy, confidence, and control. • Use a variety of tactics to keep the ball. • Understand how the muscles work, e.g. work by getting shorter, relax by getting longer. • Shoot with accuracy. • Explain why a performance is good. • Explain how their bodies react and feel when they play different games and take on different roles. • Mark an opponent. • Know how to mark and defend their goal. • Make up short warm up routines that follow basic principles, e.g. raise body temperature, mobilise joints, stretch muscles • Perform skills with accuracy, confidence and control. • Choose positions in their teams and know how to help when attacking. • Identify parts of the game that they are doing well. • Know and find ways to get the ball towards their opponents goal. • Find and use space to help their team. • Watch and evaluate the success of games.
	Tennis	• Choose skills that meet the needs of the situation. • Hit the ball with purpose, varying speed, height, and direction • Play shots on the forehand and backhand side of body. • Use good footwork that allows the ball to be hit with good technique. • Identify spaces and understand the tactic of hitting into gaps. • Direct a ball towards an opponent's court or target area. • Play shots on the forehand and backhand side of body. • Show good awareness of others in game situations. • Learn how to evaluate and recognise their own success • Participation in competitive games, modified where appropriate. • Identify spaces and understand the tactic of hitting into gaps. • Explain why a performance is good. • Identify spaces and understand the tactic of hitting into gaps. • Show good position on court. • Watch and evaluate the success of the games
	Dance	• Work effectively as part of a team. • Explore and practice movement ideas inspired by a stimulus. • Create dance motifs to show ideas, developing expressive qualities. • Create and structure motifs, phrases and sections of dances.

		• Perform movements accurately with a sense of rhythm. • Explore, improvise and combine movement ideas fluently and effectively. • Explain how their body reacts and feels when taking part in different activities and undertaking different roles. • Use basic compositional principles when creating their dances. • Provide constructive feedback about a performance. • Continue to apply and develop a broader range of skills. • Recognise part of a performance that could be improved and explain how. • Perform dances using a range of movement patterns. • Identify which aspects were performed consistently, accurately, fluently and clearly.
	Gymnastics	• Link skills to make actions and sequences of movement. • Combine and perform gymnastic actions, shapes and balances more fluently and effectively • Collaborate with others. • Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles. • Recognise part of a performance that could be improved and explain how. • Learn how to use skills in different ways and link them to make actions and sequences of movement. • Choose and apply basic compositional ideas to the sequences they create. • Identify which aspects were performed consistently, accurately, fluently and clearly. • Make up longer sequences and perform them with fluency and clarity of movement. • Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles. • Provide constructive feedback about a performance. • Perform movements accurately with a sense of rhythm. • Learn how to evaluate and recognise their own success. • Link skills to make actions and sequences of movement. • Combine and perform gymnastic actions, shapes and balances more fluently and effectively.
	Orienteering	• Problem self with other members of your team. • Use communication skills to achieve success. • Work within your team trusting and valuing each other. • Develop communication skills. • To demonstrate all the physical skills needed for orienteering: agility, balance and co-ordination. • To make a map with symbols and legend • To understand scales and legend • To orientate themselves and the map correctly keeping track of their position with increasing accuracy • Complete a single control orienteering event • Use features on the map to select and plan a route to a control • Use relevant techniques to navigate to and from control points

		• Identify what they have done well and adapt plans for future challenges • Work as a team to decide what approach to use to meet the challenge set • Use a map to plot the best route between controls
	Athletics	• Choose the appropriate speed to run at for the distance to be covered. • Choose the appropriate throwing technique to meet the demands of the task. • Choose the appropriate jumping technique to meet the demands of the task. • Communicate, collaborate and compete with others. • Develop control whilst performing skills at speed. • Understand the importance of being physically fit. • Perform skills with accuracy, confidence and control. • Provide constructive feedback about a performance • Run, jump, catch and throw in isolation and in combination. • Understand how the muscles work, e.g. work by getting shorter, relax by getting longer. • Choose skills that meet the needs of the situation. • Combine and perform skills with control. • Explain how their body reacts and feels when taking part in different activities and undertaking different roles. • Choose the appropriate speed to run at for the distance to be covered. • Choose the appropriate throwing technique to meet the demands of the task. • Choose the appropriate jumping technique to meet the demands of the task.
	Striking and fielding	• Choose skills that meet the needs of the situation. • Show good awareness of others in game situations. • Watch and evaluate the success of games. • Use skills and tactics to outwit opponents when fielding. • Work as part of a team that covers the area to make it hard for the batter to score runs. • Explain why a performance is good. • Develop control. • Begin bowl at different speeds. • Watch and evaluate the success of games • Hit the ball with purpose, varying speed, height and direction. • Identify spaces and understand the tactic of hitting into gaps. • Understand how physical activity can contribute to a healthy lifestyle. • Use skills and tactics to outwit the opponent when batting, bowling or fielding. • Explain how their body reacts and feels when taking part in different activities and undertaking different roles. • Work effectively as part of a team. • Choose skills that meet the needs of the situation. • Identify parts of the game where they are performing well.

YEAR 6	Games	• Choose skills that meet the needs of the situation. • Choose different formations to suit the needs of the game. • Understand how physical activity can contribute to a healthy lifestyle. • Keep possession of a ball when faced with opponents. • Pass with accuracy, confidence and control. • Recognise part of a performance that could be improved and explain how. • Apply basic principles suitable for attacking. • Use a variety of tactics to keep possession of a ball. • Provide constructive feedback about a performance. • Apply basic principles suitable for defending. • Defend by marking, covering and tracking opponents as appropriate. • Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. • Perform skills with accuracy, confidence and control. • Apply basic principles suitable for attacking and defending. • Learn how to evaluate and recognise their own success. • Choose skills that meet the needs of the situation. • Work effectively as part of a team. • Develop an understanding of how to improve in different physical activities and sports
	Tennis	• Play shots on the forehand and backhand side of body. • Hit the ball with purpose, varying speed, height and direction. • Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. • Adopt a good ready position. • Show good position on court. • Identify spaces and understand the tactic of hitting into gaps. • Direct a ball towards an opponent's court or target area • Perform skills with accuracy, confidence, and control. • Hit the ball with purpose, varying speed, height, and direction. • Apply basic principles suitable for attacking. • Identify spaces and understand the tactic of hitting into gaps. • Learn how to evaluate and recognise their own success. • Play shots on the forehand and backhand side of body. • Hit the ball with purpose, varying speed, height and direction. • Identify parts of the game where they are performing well.
	Badminton	• Explore and adapt to the new sporting equipment. • Experiment with the racket using different skills. • Demonstrate fast-paced movements. • Improving consistency of shots, noticing longer rallies.

		• Describe how to hold and grip the racket on forehand shots. • Some may be able to play a shot at different heights (low, mid, high). • Move fluently, changing direction and speed. • Can hit the shuttle accurately and with control whilst moving at a quick pace. • Demonstrate the chassé step and lunge in practice/ games. • Hit the shuttle in the air whilst moving into space. • To perform a forehand serve accurately to a partner/opponent. • Some will develop a backhand serve with increasing accuracy. • Use tactical serves to deceive your opponent. • Describe and understand the differences between a cooperative and competitive rally. • To play or demonstrate good technique when using the overhead clear. • To be continuous within a rally and regularly play consistent shots. • Understand the concept of aiming into space to beat an opponent. • Demonstrate the different skills and tactics learnt to try and win games. • Hit the shuttle varying heights, speed and direction. • Compete against others in modified games.
	Gymnastics	• Learn how to use skills in different ways and link them to make actions and sequences of movement. • Explore, improvise and combine movement ideas fluently and effectively • Perform combinations of actions and movements that show clear differences between levels, speeds and direction. • Choose and apply basic compositional ideas to the sequences they create. • Learn how to evaluate and recognise their own success. • Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles. • Vary direction, levels and pathways, to improve the look of a sequence. • Provide constructive feedback about a performance. • Combine and perform gymnastic actions, shapes, and balances more fluently and effectively. • Work effectively as part of a team. • Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. • Perform movements accurately with a sense of rhythm. • Use combinations of dynamics using the space effectively e.g. different pathways. • Learn how to use skills in different ways and link them to make actions and sequences of movement. • Explore, improvise and combine movement ideas fluently and effectively. • Identify which aspects were performed consistently, accurately, fluently and clearly.
	Athletics	• Choose the appropriate speed to run at for the distance to be covered. • Choose the appropriate throwing technique to meet the demands of the task. • Choose the appropriate jumping technique to meet the demands of the task. • Communicate, collaborate and compete with others.

		• Develop control whilst performing skills at speed. • Understand the importance of being physically fit. • Perform skills with accuracy, confidence and control. • Learn how to evaluate and recognise their own success. • Run, jump, catch and throw in isolation and in combination. • Compare their performance with previous ones and demonstrate improvement to achieve their personal best • Choose skills that meet the needs of the situation. • Combine and perform skills with control. • Develop an understanding of how to improve in different physical activities and sports. • Choose the appropriate speed to run at for the distance to be covered. • Choose the appropriate throwing technique to meet the demands of the task. • Choose the appropriate jumping technique to meet the demands of the task.
	Rounders	• Use skills and tactics to outwit opponents when batting. • Use skills and tactics to outwit opponents when fielding. • Choose skills that meet the needs of the situation. • Use skills and tactics to outwit opponents when fielding. • Watch and evaluate the success of games. • Develop control. • Perform skills with accuracy, confidence, and control. • Learn how to evaluate and recognise their own success. • Use skills and tactics to outwit opponents when batting. • Identify spaces and understand the tactic of hitting into gaps. • Watch and evaluate the success of games. • Work as part of a team that covers the area to make it hard for the batter to score runs. • Develop an understanding of how to improve in different physical activities and sports. • Adapt games and activities making sure everyone has a role to play. • Play shots that allow the ball to be hit to different areas of the field into spaces. • Use tactics that involve bowlers and fielders working together. • Identify parts of the game where they are performing well.
	Orienteering	• Work cooperatively and successfully as part of a team • Build confidence during team activities • Plan strategies to complete tasks • Develop Speed. • Develop physical fitness and be able to describe its importance in orienteering. • Understand and follow safety rules and procedures for taking part in orienteering events • Take part in a picture orienteering event with success • Develop map reading and map building skills

		• Understand elements on a map and use scaling confidently • Use a map to confidently orientate yourself around • Complete an adapted control orienteering event • Use previous knowledge to navigate and design a route around the controls • Use features on a map to find controls • Choose sensible skills and approaches for the challenge • Identify what they have done well and adapt plans for future challenges • Work as a team to decide what approach to use to meet the challenge set
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