

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the PE National Curriculum.

Physical Development (Moving and handling)

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Level Expected at the End of KS1 and KS2

Key Stage 1 National Curriculum Expectations

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 National Curriculum Expectations

Pupils should be taught about:

- 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.

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

The PE curriculum progression maps comprehensively shows the progression of PE skills and concepts from year 1 to year 6, split across our 5 mixed year classes.

	ASHTON	BRAEBURN	REDSTREAK	HASTING	DABINETT
Games	<p>Children can:</p> <ul style="list-style-type: none"> Describe how the body feels when still and when exercising. Hit a ball with a bat or racquet. Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hand. Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Kick an object at a target. Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Play a range of chasing games. Follow simple rules. Control my body when performing a sequence of movements. Participate in simple games. Talk about what they have done. Talk about what others have done. 	<p>Children can:</p> <ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. 	<p>Children can:</p> <ul style="list-style-type: none"> 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. 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. Develop different ways of throwing and catching. Move with the ball using a range of techniques showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a 	<p>Children can:</p> <ul style="list-style-type: none"> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. 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. Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from 	<p>Children can:</p> <ul style="list-style-type: none"> 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. 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. Throw and catch accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Keep and win

		<ul style="list-style-type: none"> • Use at least one technique to attack or defend to play a game successfully. • Understand the importance of rules in games. • Use at least one technique to attack or defend to play a game successfully. • Perform sequences of their own composition with coordination. • Perform learnt skills with increasing control. • Compete against self and others. • 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. <p>(and all skills acquired in Ashton)</p>	<p>player from scoring.</p> <ul style="list-style-type: none"> • Vary the tactics they use in a game. Adapt rules to alter games. • Vary the tactics they use in a game. Adapt rules to alter games. • Perform and apply skills and techniques with control and accuracy. • Take part in a range of competitive games and activities. • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • Modify their use of skills or techniques to achieve a better result. <p>(building on skills acquired in KS1)</p>	<p>scoring.</p> <ul style="list-style-type: none"> • Know when to pass and when to dribble in a game. • Devise and adapt rules to create their own game. • Consistently perform and apply skills and techniques with accuracy and control. • Take part in competitive games with a strong understanding of tactics and composition. • 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. <p>(and all skills acquired in Redstreak)</p>	<p>back possession of the ball effectively and in a variety of ways in a team game.</p> <ul style="list-style-type: none"> • Demonstrate a good awareness of space. • Think ahead and create a plan of attack or defence. • Apply knowledge of skills for attacking and defending. • Work as a team to develop fielding strategies to prevent the opposition from scoring. • Follow and create complicated rules to play a game successfully. • Communicate plans to others during a game. • Lead others during a game. • 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. • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. <p>(and all skills acquired in Redstreak and Hasting)</p>
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Gymnastics

Children can:

- Describe how the body feels when still and when exercising.
- Create a short sequence of movements.
- Roll in different ways with control. Travel in different ways.
- Stretch in different ways.
- Jump in a range of ways from one space to another with control.
- Begin to balance with control.
- Move around, under, over, and through different objects and equipment.
- Curled side roll (egg roll)
- Log roll (pencil roll)
- Teddy bear roll
- Straight jump
- Tuck jump
- Jumping Jack
- Half turn jump
- Bunny hop
- Tiptoe, step, jump and hop
- Standing balances
- Control my body when performing a sequence of movements.
- Participate in simple games.
- Talk about what they have done.
- Talk about what others have done.

Children can:

- Recognise and describe how the body feels during and after different physical activities.
- Explain what they need to stay healthy.
- Copy, explore and remember actions and movements to create their own sequence.
- Link actions to make a sequence.
- Travel in a variety of ways, including rolling.
- Hold a still shape whilst balancing on different points of the body.
- Jump in a variety of ways and land with increasing control and balance.
- Climb onto and jump off the equipment safely.
- Move with increasing control and care.
- Log roll (controlled)
- Curled side roll (egg roll) (controlled)
- Teddy bear roll (controlled)
- Rocking for forward roll
- Crouched forward roll
- Straight jump
- Tuck jump
- Jumping jack
- Half turn jump
- Cat spring
- Cat spring to

Children can:

- 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.
- Create a sequence of actions that fit a theme.
- Use an increasing range of actions, directions and levels in their sequences.
- Move with clarity, fluency and expression.
- Show changes of direction, speed and level during a performance.
- Travel in different ways, including using flight.
- Improve the placement and alignment of body parts in balances.
- Use equipment to vault in a variety of ways.
- Carry out balances, recognising the position of their centre of gravity and how this affects the balance.
- Begin to develop good technique when travelling, balancing and using equipment.
- Develop strength, technique and flexibility throughout performances.
- Forward roll from standing
- Straddle forward roll
- Tucked backward roll
- Backward roll to straddle

Children can:

- Know and understand the reasons for warming up and cooling down.
- Explain some safety principles when preparing for and during exercise.
- Select ideas to compose specific sequences of movements, shapes and balances.
- Adapt their sequences to fit new criteria or suggestions.
- Perform jumps, shapes and balances fluently and with control.
- 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.
- Confidently use equipment to vault in a variety of ways.
- Apply skills and techniques consistently.
- Develop strength, technique and flexibility throughout performances.
- Combine equipment with movement to create sequences.
- Forward roll from standing
- Straddle forward roll
- Pike forward roll
- Tucked backward roll
- Backward roll to straddle
- Straight jump
- Tuck jump

Children can:

- 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.
- Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
- Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
- Confidently use equipment to vault and incorporate this into sequences.
- Apply skills and techniques consistently, showing precision and control.
- Develop strength, technique and flexibility throughout performances.
- Forward roll from standing
- Straddle forward roll
- Pike forward roll
- Dive forward roll
- Tucked backward roll
- Backward roll to straddle
- Backward roll to standing pike
- Pike backward roll
- Straight jump
- Tuck jump
- Jumping jack
- Star jump
- Straddle jump
- Pike jump
- Stag jump
- Straight jump half-turn
- Straight jump full-turn
- Cat leap

		<ul style="list-style-type: none"> straddle Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard Bunny hop Front support wheelbarrow with partner T-lever Scissor kick Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between 	<ul style="list-style-type: none"> Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Lunge into handstand Lunge into cartwheel Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot 1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner 	<ul style="list-style-type: none"> Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Lunge into handstand Lunge into cartwheel Lunge into round-off Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot 1, 2, 3 and 4- point balances 	<ul style="list-style-type: none"> Cat leap half-turn Cat leap full-turn Split leap Stag leap Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault 1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these. Thoroughly evaluate their
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		<p>their work and that of others. (and all skills acquired in Ashton)</p>	<ul style="list-style-type: none"> • Pike, tuck, star, straight, straddle shapes • Front and back support • Perform and create sequences with fluency and expression. • Perform and apply skills and techniques with control and accuracy. • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • Modify their use of skills or techniques to achieve a better result. <p>(building on skills acquired in KS1)</p>	<ul style="list-style-type: none"> • Balances on apparatus • Part body weight partner balances • Pike, tuck, star, straight, straddle shapes • Front and back support • Perform own longer, more complex sequences in time to music. • Consistently perform and apply skills and techniques with accuracy and control. • 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. <p>(and all skills acquired in Redstreak)</p>	<p>own and others' work, suggesting thoughtful and appropriate improvements. (and all skills acquired in Redstreak and Hasting)</p>
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Children can:

- Describe how the body feels when still and when exercising.
- Run in different ways for a variety of purposes.
- Jump in a range of ways, landing safely.
- Roll equipment in different ways. Throw underarm.
- Throw an object at a target.
- Control their body when performing a sequence of movements
- Participate in simple games
- Talk about what they have done. Talk about what others have done.

Children can:

- Recognise and describe how the body feels during and after different physical activities.
- Explain what they need to stay healthy.
- 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.
- 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.
- Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.
- Combine different jumps together with some fluency and control.
- Jump for distance from a standing position with accuracy and control.
- Investigate the best jumps to cover different distances.
- Choose the most appropriate jumps to cover different distances.
- Know that the leg muscles are used when performing a jumping action.
- Throw different types of 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.

Children can:

- 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.
- 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.
- Learn how to combine a hop, step and jump to perform the standing triple jump.
- Land safely and with control.
- Begin to measure the distance jumped.
- Perform a pull throw.
- Measure the distance of their throws.
- Continue to develop techniques to throw for increased distance.
- Perform and apply skills and techniques with control and accuracy.
- Take part in a range of competitive games and activities.
- Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
- Modify their use of skills or techniques to achieve a better result.

(building on skills acquired in KS1)

Children can:

- Know and understand the reasons for warming up and cooling down.
- Explain some safety principles when preparing for and during exercise.
- 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, 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.
- Improve techniques for jumping for distance.
- Perform an effective standing long jump.
- Perform the standing triple jump with increased confidence.
- Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.
- Land safely and with control.
- Measure the distance and height jumped with accuracy.
- Investigate different jumping techniques.
- Perform a fling throw.
- 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.
- Consistently perform and

Children can:

- 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.
- 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 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
- Develop the technique for the standing vertical jump.
- Maintain control at each of the different stages of the triple jump.
- Land safely and with control.
- Develop and improve their techniques for jumping for height and distance and support others in improving their performance.
- Perform and apply different types of jumps in

		<ul style="list-style-type: none"> • Perform learnt skills with increasing control. • Compete against self and others. • 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. <p>(and all skills acquired in Ashton)</p>		<p>apply skills and techniques with accuracy and control.</p> <ul style="list-style-type: none"> • Take part in competitive games with a strong understanding of tactics and composition. • 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. <p>(and all skills acquired in Redstreak)</p>	<p>other contexts.</p> <ul style="list-style-type: none"> • Set up and lead jumping activities including measuring the jumps with confidence and accuracy. • Perform a heave throw. • 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. • 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 • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. <p>(and all skills acquired in Redstreak and Hasting)</p>
Dance	<p>Children can:</p> <ul style="list-style-type: none"> • Join a range of different movements together. • Change the speed of their actions. • Change the style of their movements. • Create a short movement phrase which demonstrates their own ideas. • Describe how the body feels when still and when exercising. • Talk about what they have done. • Talk about what others 	<p>Children can:</p> <ul style="list-style-type: none"> • Copy, remember and repeat actions. • Create a short motif inspired by a stimulus. • Change the speed and level of their actions. • Use simple choreographic devices such as unison, canon and mirroring. • Recognise and describe how the body feels during and after different physical activities. • Explain what they need to stay healthy. • Watch and describe 	<p>Children can:</p> <ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style. • Compose a dance that reflects the chosen dance style. • Confidently improvise with a partner or on their own. • Compose longer dance sequences in a small group. • Describe how the body reacts at different times and how this affects performance. 	<p>Children can:</p> <ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style. • Compose individual, partner and group dances that reflect the chosen dance style. • Show a change of pace and timing in their movements. • Develop an awareness of their use of space. • Know and understand the reasons for warming up and cooling down. • Explain some safety 	<p>Children can:</p> <ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style. • Compose individual, partner and group dances that reflect the chosen dance style. • Use dramatic expression in dance movements and motifs. • Perform with confidence, using a range of movement patterns. • Understand the importance of warming up and cooling down.

	<p>have done.</p> <ul style="list-style-type: none"> Control my body when performing a sequence of movements.. 	<p>performances, and use what they see to improve their own performance.</p> <ul style="list-style-type: none"> Talk about the differences between their work and that of others. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.. <p>(and all skills acquired in Ashton)</p>	<ul style="list-style-type: none"> Explain why exercise is good for your health. Know some reasons for warming up and cooling down. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work. <p>(building on skills acquired in KS1)</p>	<p>principles when preparing for and during exercise.</p> <ul style="list-style-type: none"> 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. Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work. <p>(and all skills acquired in Redstreak)</p>	<ul style="list-style-type: none"> 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. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. 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. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow.
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Outdoor Adventurous Activities			<p>Children can:</p> <ul style="list-style-type: none"> • 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. • Orienteate 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. • Communicate clearly with other people in a team, and with other teams. • Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. • Associate the meaning of a key in the context of the environment. • Try a range of equipment for creating and completing an activity. • Make an informed decision 	<p>Children can:</p> <ul style="list-style-type: none"> • Know and understand the reasons for warming up and cooling down. • Explain some safety principles when preparing for and during exercise. • 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. • Use clear communication to effectively complete a particular role in a team. • Complete orienteering activities both as part of a team and independently. • Identify a key on a map and begin to use the information in activities. • Choose the best equipment for an outdoor activity. • Create an outdoor activity that challenges others. • Create a simple plan of an 	<p>Children can:</p> <ul style="list-style-type: none"> • Know and understand the reasons for warming up and cooling down. • 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. • Orienteate 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. • Use clear communication to effectively complete a particular role in a team. • Compete in orienteering activities both as part of a team and independently. • Use a range of map styles and make an informed

			<p>on the best equipment to use for an activity. Plan and organise a trail that others can follow.</p> <ul style="list-style-type: none"> • Communicate clearly with others. • Work as part of a team. • Begin to use a map to complete an orienteering course. • Complete an orienteering course more than once and begin to identify ways of improving completion time. • Offer an evaluation of both personal performances and activities. • Start to improve trails to increase the challenge of the course. • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • Modify their use of skills or techniques to achieve a better result. 	<p>activity for others to follow.</p> <ul style="list-style-type: none"> • Identify the quickest route to accurately navigate 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. • Complete an orienteering course on multiple occasions, in a quicker time due 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. • 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. <p>(and all skills acquired in Redstreak)</p>	<p>decision on the most effective.</p> <ul style="list-style-type: none"> • Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. • Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in. • Communicate clearly and effectively with others when under pressure. • Work effectively as part of a team, demonstrating leadership skills when necessary. • Successfully use a map to complete an orienteering course. Use a compass for navigation. • Organise an event for others. • Complete an orienteering course on multiple occasions, in a quicker time due 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. • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. <p>(and all skills acquired in Redstreak and Hasting)</p>
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