



Subject Progression Grid for Physical Education

Year Group	Unit of Study	Key Knowledge	Key Skills	Key Vocabulary
Reception	Physical development- gross motor skills	To know how to negotiate a space and obstacles safely, with consideration for themselves and others.	To demonstrate strength, balance and coordination when playing. To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Run Skip Jump Dance Hop Climb Space
	Physical development- fine motor skills	To know the correct pencil grip. To know how to use a range of small tools independently.	To hold a pencil effectively in preparation for fluent writing- using the tripod grip in most cases. To use a range of small tools, including scissors, paintbrushes and cutlery. To begin to show accuracy and care when drawing.	Scissors Cutlery Pencil grip Careful Accurate

Games

Year Group	Unit of Study	Key Knowledge	Key Skills	Key Vocabulary
Year 1	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: • participate in team games, developing simple tactics for attacking and defending;	To know how to follow simple rules to play games, including team games. To know simple attacking skills such as dodging to get past a defender. To know simple defensive skills such as marking a player or defending a space. To know how to describe performances. To know how they could improve.	To use hitting skills in a game. To practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. To practise accurate throwing and consistent catching. To travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. To pass the ball to another player in a game. To use kicking skills in a game. To use different ways of travelling in different directions or pathways. To run at different speeds. To begin to use space in a game.	Send Receive Power Control Forwards Backwards Side to side Rules
Year 2		To know the importance of rules in games. To know how to use at least one technique to attack or defend to play a game successfully.	To strike or hit a ball with increasing control. To learn skills for playing striking and fielding games. To position the body to strike a ball. To throw different types of equipment in different ways, for accuracy and distance. To throw, catch and bounce a ball with a partner.	Striking Fielding Distance Hand- eye coordination Direction Accuracy

		To know how to describe performances, and use what they see to improve their own performance. To know about the differences between their work and that of others.	To use throwing and catching skills in a game. To throw a ball for distance. To use hand-eye coordination to control a ball. To bounce and kick a ball whilst moving. To know how to pass the ball in different ways. To use different ways of travelling at different speeds and following different pathways, directions or courses. To change speed and direction whilst running. To begin to choose and use the best space in a game. To use at least one technique to attack or defend to play a game successfully.	Target
Year 3	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: • 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;	To know how to apply and follow rules fairly. To know how to begin to apply the basic principles of invasion games. To know how to play a striking and fielding game fairly. To know the effectiveness of a performance. To know how their performance has improved over time.	To develop a range of skills in striking (and fielding where appropriate). To practise the correct batting technique and use it in a game. To strike the ball for distance. To throw and catch with greater control and accuracy. To practise the correct technique for catching a ball and use it in a game. To throw a ball in different ways (e.g. high, low, fast or slow). To develop a safe and effective overarm bowl. To move with the ball in a variety of ways with some control. To pass the ball in two different ways in a game situation with some success. To know how to keep and win back possession of the ball in a team game To find a useful space and get into it to support teammates. To use simple attacking and defending skills in a game. To use fielding skills to stop a ball from travelling past them.	Evade Marking Collaborate Evaluate Possession Fielding Technique Attack Defend
Year 4	• develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	To know how to vary the tactics they use in a game. To know how to adapt rules to alter games. To know the effectiveness of performances, giving ideas for improvements. To know how to modify their use of skills or techniques to achieve a better result.	To use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. To accurately serve underarm. To build a rally with a partner. To use at least two different shots in a game situation. To use hand-eye coordination to strike a moving and a stationary ball. To develop different ways of throwing and catching. To move with the ball using a range of techniques showing control and fluency. To pass the ball with increasing speed, accuracy and success in a game situation. To make the best use of space to pass and receive the ball. To use a range of attacking and defending skills and techniques in a game.	Pressure Reactions Spatial awareness Hand-eye coordination Rally Participate

			To use fielding skills as an individual to prevent a player from scoring.	
Year 5	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. • 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;	To know when to pass and when to dribble in a game. To know how to devise and adapt rules to create their own game. To know how to choose and use criteria to evaluate own and others' performance. To know why they have used particular skills or techniques, and the effect they have had on their performance.	To use different techniques to hit a ball. To develop a backhand technique and use it in a game. To play a tennis game using an overhead serve. To consolidate different ways of throwing and catching, and know when each is appropriate in a game. To use a variety of ways to dribble in a game with success. To use ball skills in various ways, and begin to link together. To pass a ball with speed and accuracy using appropriate techniques in a game situation. To keep and win back possession of the ball effectively in a team game. To choose the best tactics for attacking and defending. To use fielding skills as a team to prevent the opposition from scoring. To take part in competitive games with a strong understanding of tactics and composition.	Shoot Opposition Tactics Possession Agility
Year 6	• compare their performances with previous ones and demonstrate improvement to achieve their personal best.	To know how to follow and create complicated rules to play a game successfully. To know how to communicate plans to others during a game. To know how to lead others during a game. To evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	To hit a bowled ball over longer distances. To use good hand-eye coordination to be able to direct a ball when striking or hitting. To understand how to serve in order to start a game. To throw and catch accurately and successfully under pressure in a game. To keep and win back possession of the ball effectively and in a variety of ways in a team game. To think ahead and create a plan of attack or defence. To work as a team to develop fielding strategies to prevent the opposition from scoring. To perform and apply a variety of skills and techniques confidently, consistently and with precision. To take part in competitive games with a strong understanding of tactics and composition.	Plan of attack or defence Communication Strategies

Dance

Year Group	Unit of Study	Key Knowledge	Key Skills	Key Vocabulary
Year 1	Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; • perform dances using simple movement patterns.	To know how the body feels before, during and after exercise. To know how to carry and place equipment safely. To know how to watch and describe performances. To know how they could improve.	To copy and repeat actions. To put a sequence of actions together to create a motif. To vary the speed of their actions. To use simple choreographic devices such as unison, canon and mirroring. To begin to improvise independently to create a simple dance. To perform a range of actions with some coordination	Dance Levels Mood Speed Improve Unison Canon Mirroring
Year 2		To know how their body feels during and after different physical activities. To know what they need to stay healthy. To know how to watch and describe performances. To know what they need to improve their own performance. To know the differences between their work and that of others.	To copy, remember and repeat actions. To create a short motif inspired by a stimulus. To change the speed and level of their actions. To use simple choreographic devices such as unison, canon and mirroring To use different transitions within a dance motif. To move in time to music. To know how to perform sequences of their own composition with coordination.	Coordination Control Transition Expression Direction Evaluate Sequence Motif
Year 3	Pupils should be taught to: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	To know the effects of exercise on the body. To know the importance of strength and flexibility. To know why it is important to warm up and cool down.	To begin to improvise with a partner to create a simple dance. To create motifs from different stimuli. To begin to compare and adapt movements to create a larger sequence. To perform with some awareness of rhythm and expression. To perform learnt skills and techniques with control and confidence.	Compare Improve Rhythm Expression Precision Composition Linking
Year 4		To know why exercise is good for your health. To know some reasons for warming up and cooling down. To know when to change parts of a dance as a result of self-evaluation. To know the effectiveness of performances, giving ideas for improvements.	To identify and repeat the movement patterns of a chosen dance style. To compose a dance. To confidently improvise with a partner/own. To compose longer dance sequences in a small group. To perform and create sequences with fluency and expression. To demonstrate precision and some control in response to stimuli. To begin to vary dynamics and develop actions and motifs in response to stimuli. To perform and apply skills/ techniques with control and accuracy. To demonstrate rhythm and spatial awareness.	Fluency Techniques Spatial awareness Compose Timing

Year 5	Pupils should be taught to: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	To know and understand the reasons for warming up and cooling down. To know some safety principles when preparing for and during exercise To know how to modify parts of a sequence. To know how to choose and use criteria to evaluate own and others' performances. To know why they have used particular skills/ techniques, and the effect they have had on the performance.	To identify and repeat the movement patterns and actions of a chosen dance style. To compose individual, partner and group dances. To show a change of pace and timing in their movements. To develop an awareness of their use of space. To perform longer, more complex sequences in time to music. To demonstrate imagination and creativity in the movements they devise in response to stimuli. To use transitions to link motifs smoothly together. To improvise with confidence. To ensure their actions fit the rhythm of the music.	Pace Accuracy Creativity Transitions Modify Interpretation Beat
Year 6		To know the importance of warming up and cooling down. To know why exercise is good for health, fitness and wellbeing. To know ways they can become healthier. To know how to thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	To identify and repeat the movement patterns. To compose individual, partner and group dances. To use dramatic expression in dance movements and motifs. To perform with confidence, using a range of movement patterns. To demonstrate strong and controlled movements. To combine flexibility, techniques and movements to create a fluent sequence. To move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. To show a change of pace and timing. To improvise with confidence, still demonstrating fluency. To linking all movements and ensuring that transitions flow. To modify some elements of a sequence as a result of evaluation.	Improvise Flexibility Control Stimulus Fluidity Continuous

Gymnastics

Year Group	Unit of Study	Key Knowledge	Key Skills	Key Vocabulary
Year 1	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	To know how the body feels before, during and after exercise. To know how to carry and place equipment safely. To know how to create a sequence	To create and perform a movement sequence. To link two actions to make a sequence. To recognise and copy contrasting actions (small/tall, narrow/wide). To travel in different ways, changing direction and speed. To hold still shapes and simple balances- stand, kneel, pike, tuck, star, straddle To carry out simple stretches. To carry out a range of simple jumps, landing safely- straight, tuck, half turn, jumping jack, cat spring, straight jump off spring board, bunny hop. To move around, under, over, and through different objects and equipment. To begin to move with control and care. To perform using a range of actions and body parts with some coordination and control.	Power Speed Height Confidence Tension Balance Still Extension Roll Spin Travel Range
Year 2		To know the body feels during and after different physical activities. To know what they need to stay healthy. To know how to create a sequence.	To copy, explore and remember actions and movements to create their own sequence. To link actions to make a sequence. To travel in a variety of ways, including rolling- log, egg, teddy bear, crouched forward roll. To hold a still shape whilst balancing on different points of the body- standing, kneeling, large body part balances, balances on apparatus, balances with partner, pike, tuck, star, straight, straddle shapes, front and back support. To jump in a variety of ways and land with increasing control and balance- tuck, jumping jack, bunny hop, cat spring, straight, hurdle step, hurdle and straight off a spring board. To climb onto and jump off the equipment safely. To move with increasing control and care- tiptoe, step, jump and hop, hopscotch, skipping, galloping. To perform sequences of their own composition with coordination and control.	Springboard Apparatus Spiky Posture Purpose Quality Direction
Year 3	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and	To know and describe the effects of exercise on the body. To know the importance of strength and flexibility for physical activity. To know the importance of warming up and cooling down.	To choose ideas to compose a movement sequence independently and with others. To link combinations of actions with increasing confidence, including changes of direction, speed or level. To develop the quality of their actions, shapes and balances. Large and small body part balances, including standing and kneeling balances,	Combination Matching Contrasting Chassis Control Accuracy Smooth

	demonstrate improvement to achieve their personal best	To know how to develop the quality of the actions in their performances. To know how to compete against self and others in a controlled manner.	balances on apparatus, matching and contrasting partner, pike, tuck, star, straight, straddle shapes, front and back support. To move with coordination, control and care. To use turns whilst travelling in a variety of ways. tiptoe, step, jump and hop, hopscotch, skipping, chassis steps, straight jump half turn, cat leap, cartwheel- handstand, lunge into handstand, cartwheel. To use a range of jumps in their sequences. straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, straight jump half-turn, cat leap. To begin to use equipment to vault. Hurdle step onto springboard, squat on vault, star jump off, tuck jump off, straddle jump off, pike jump off. To create interesting body shapes while holding balances with control and confidence. To begin to show flexibility in movements. Rolls- crouched forward roll, forward roll from standing, tucked backward roll	Partnership Performance Teamwork
Year 4	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	To know how the body reacts at different times and how this affects performance. To know why exercise is good for your health. To know some reasons for warming up and cooling down.	To create a sequence of actions that fit a theme. To use an increasing range of actions, directions and levels in their sequences. To move with clarity, fluency and expression. To show changes of direction, speed and level during a performance. To travel in different ways, including using flight- tiptoe, step, jump and hop, hopscotch, skipping, chassis steps, straight jump half turn, straight jump full turn, cat leap, cat leap half turn, pivot. To improve the placement and alignment of body parts in balances-1, 2, 3 and 4- point balances, balances on apparatus, balances with and against a partner, pike, tuck, star, straight, straddle shapes, front and back support. To use equipment to vault in a variety of ways- hurdle step onto springboard, squat on vault, straddle on vault, star jump off, tuck jump off, straddle jump off, pike jump off. To carry out balances, recognising the position of their centre of gravity and how this affects the balance. To begin to develop good technique when travelling, balancing and using equipment. To perform a variety of jumps- 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. To develop strength, technique and flexibility throughout performances. To perform a variety of rolls- forward roll from standing, straddle forward roll, tucked backward roll, backward roll to straddle. To perform and create sequences with fluency and expression.	Tension Unique Variety Safety Fluidity Elegance

Year 5	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	To know and understand the reasons for warming up and cooling down. To know some safety principles when preparing for and during exercise. To know how to adapt their sequences to fit new criteria or suggestions.	To perform own longer, more complex sequences in time to music. To consistently perform and apply skills and techniques with accuracy and control. To select ideas to compose specific sequences of movements, shapes and balances- 1, 2, 3 and 4- point balances, balances on apparatus, part body weight partner balances, pike, tuck, star, straight, straddle shapes, front and back support. Perform jumps, shapes and balances fluently and with control. Tiptoe, step, jump and hop, hopscotch, skipping, chassis steps, straight jump half turn and full turn, cat leap. To perform a variety of rolls-forward roll from standing, pike forward roll, tucked backward roll, backward roll to straddle, handstands- Lunge into handstand, lunge into cartwheel, lunge into round-off. To 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. To confidently use equipment to vault in a variety of ways. To combine equipment with movement to create sequences.	Pivot Creativity Performance Adapt Opposite
Year 6		To know the importance of warming up and cooling down. To know how to carry out warm-ups and cool-downs safely and effectively. To know why exercise is good for health, fitness and wellbeing. To know ways they can become healthier. To know how to link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. To know how to perform and apply a variety of skills and techniques confidently, consistently and with precision. To know how to begin to record their peers' performances, and evaluate these.	To create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Traveling-tiptoe, step, jump and hop, hopscotch, skipping, chassis steps, straight jump half turn and full turn, cat leap half and full turn, pivot, jumps- Straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, split leap, stag leap. To demonstrate precise and controlled placement of body parts in their actions, shapes and balances- 1, 2, 3 and 4- point balances, balances on apparatus. To develop technique, control and complexity of part-weight partner balances. To perform group formations. To confidently use equipment to vault and incorporate this into sequences-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. To perform a variety of rolls- 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, handstands, lunge into cartwheel, lunge into round-off. To develop strength, technique and flexibility throughout performances.	Vaulting Group formations Poise Flow Steady Control Consistency

Athletics

Year Group	Unit of Study	Key Knowledge	Key Skills	Key Vocabulary
Year 1	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;	To know how to describe performances. To know how they could begin to improve.	To vary their pace and speed when running. To run with a basic technique over different distances. To change direction when jogging and sprinting. To perform 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. To perform a short jumping sequence. To jump as high/ far as possible. To land safely and with control. To throw underarm and overarm. To throw a ball towards a target with increasing accuracy. To improve the distance they can throw by using more power. To engage in competitive activities and team games.	Speed Power Direction Control Land Stretch Straight
Year 2		To know how the body feels during and after different physical activities. To know what they need to stay healthy. To know how to describe performances, and use what they see to improve their own performance. To know how to talk about the differences between their work and that of others. To know that the leg muscles are used when performing a jumping action.	To run at different paces, describing the different paces. To use a variety of different stride lengths. To travel at different speeds. To begin to select the most suitable pace and speed for distance. To complete an obstacle course. To run with basic techniques following a curved line. To be able to maintain and control a run over different distances. To 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. To combine different jumps together with some fluency and control. To jump for distance from a standing position with accuracy and control. To investigate the best jumps to cover different distances. To throw different types of equipment in different ways, for accuracy and distance. To throw with accuracy at targets of different heights. To investigate ways to alter their throwing technique to achieve greater distance.	Distance Height Balance Combine Improve Maintain
Year 3	Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination; • develop flexibility, strength, technique, control and balance	To know the effects of exercise on the body. To know the importance of strength and flexibility for physical activity. To know why it is important to warm up and cool down.	To identify and demonstrate how different techniques can affect their performance. To focus on their arm and leg action to improve their sprinting technique. To begin to combine running with jumping over hurdles. To focus on trail leg and lead leg action when running over hurdles. To use one and two feet to take off and to land with.	Strength Posture Trail leg Lead leg Hurdle

	[for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	To know how to describe and evaluate the effectiveness of a performance. To know how their performance has improved over time	To develop an effective take-off for the standing long jump. To develop an effective flight phase for the standing long jump. To land safely with control To throw with greater control and accuracy. To show increasing control in their overarm throw. To perform a push throw. To continue to develop techniques to throw for increased distance.	
Year 4		To know how the body reacts at different times and how this affects performance. To know how exercise is good for your health. To know some reasons for warming up and cooling down. To know the effectiveness of performances, giving ideas for improvements. To know how to modify their use of skills or techniques to achieve a better result.	To confidently demonstrate an improved technique for sprinting. To carry out an effective sprint finish. To perform a relay, focusing on the baton changeover technique. To speed up and slow down smoothly. To learn how to combine a hop, step and jump to perform the standing triple jump. To land safely and with control. To begin to measure the distance jumped. To perform a pull throw. To measure the distance of their throws. To take part in a range of competitive games and activities.	Technique Baton changeover Effective Perform
Year 5	Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	To know and understand the reasons for warming up and cooling down. To know some safety principles when preparing for and during exercise. To know criteria to evaluate own and others' performance. To know why they have used particular skills or techniques, and the effect they have had on their performance.	To accelerate from a variety of starting positions and select their preferred position. To identify their reaction times when performing a sprint start. To continue to practise and refine their technique for sprinting, focusing on an effective sprint start. To select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. To identify and demonstrate stamina, explaining its importance for runners. To improve techniques for jumping for distance. To perform an effective standing long jump. To perform the standing triple jump with increased confidence. To develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. To land safely and with control. To measure the distance and height jumped with accuracy. To perform a fling throw. To throw a variety of implements using a range of throwing techniques. To measure and record the distance of their throws. To continue to develop techniques to throw for increased distance. To take part in competitive games with a strong understanding of tactics.	Reaction Endurance Stamina Triple Energy Fling

Year 6	Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	To know the importance of warming up and cooling down. To know how to carry out warm-ups and cool-downs safely and effectively. To know why exercise is good for health, fitness and wellbeing. To know ways they can become healthier. To know how to evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	To recap, practise and refine an effective sprinting technique, including reaction time. To build up speed quickly for a sprint finish. To run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. To work as a team to competitively perform a relay. To confidently and independently select the most appropriate pace for different distances and different parts of the run. To demonstrate endurance and stamina over longer distances in order to maintain a sustained run. To develop the technique for the standing vertical jump. To maintain control at each of the different stages of the triple jump. To land safely and with control. To develop and improve their techniques for jumping for height and distance and support others in improving their performance. To perform and apply different types of jumps in other contexts. To set up and lead jumping activities including measuring the jumps with confidence and accuracy. To measure and record the distance of their throws. To continue to develop techniques to throw for increased distance and support others in improving their personal best. To develop and refine techniques to throw for accuracy. To perform and apply a variety of skills and techniques confidently, consistently and with precision. To take part in competitive games with a strong understanding of tactics and composition.	Evaluate Competitively Composition Fluid
--------	--	--	--	---

Outdoor and Adventurous

Year Group	Unit of Study	Key Knowledge	Key Skills	Key Vocabulary
Year 1		To begin to understand the importance of a map.	To work as a member of a team to begin to orientate themselves around a course with support.	Teamwork Communication
Year 2		To begin to know what the symbols on the map mean.	To work as a member of a team to begin to orientate themselves around a course.	Support Map Key
Year 3	Pupils should be taught to: • Take part in outdoor and adventurous activity challenge both individually and as a team. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	To know what the symbols on the map mean. To know how their performance has improved over time.	To orientate themselves with increasing confidence and accuracy around a short trail To identify and use effective communication to begin to work as a team. To choose equipment appropriate for appropriate for this activity. To begin to complete activities in a set time period.	OAA Orienteer Control point Team work Trail Orientation Direction
Year 4		To know how to create a short trail for others with physical challenge. To know the features of an orienteering trail. To know the meaning of a key on the map. To know how to improve their time.	To orientate themselves around a short trail. To communicate clearly with others in a team. To experience the change of roles within a team. To complete the course more than once and begin.	Cooperation Communication Problem solving
Year 5	Pupils should be taught to: • Take part in outdoor and adventurous activity challenge both individually and as a team. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	To know how to create a course that can be followed by others with some challenge. To know what the key means on the map. To know the quickest route to accurately navigate the orienteering course. To know how to use a compass. To know how to give a detailed evaluation of performance.	To start to orientate themselves with increased confidence and accuracy. To be able to complete orienteering course both as a team and an individual. To improve the trail to offer more challenge.	Leader Decision making Visualise Compass
Year 6		To know how to create a course for others to follow with challenge To know how to respond when feedback is given- performance and course layout	To orientate themselves in confidence and accuracy around an orienteering course under pressure. To use the navigational equipment accurately. To use clear communication to effectively complete a particular role in a team. To compete in orienteering both as a team and an individual.	Systematic Pressure Navigational

Swimming and water safety

Year Group	Unit of Study	Key Knowledge	Key Skills	Key Vocabulary
Year 4	Pupils should be taught to: • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively.	To know how to stay safe in and around the water.	To show a range of strokes- front crawl, backstroke, breaststroke. To be able to swim at least 25metres. To demonstrate a self-rescue in different water based situations.	Swim Rescue Stroke Front crawl Backstroke Breaststroke
Year 5 and 6	• Perform safe self-rescue in different water based situations.	As above with top up lessons as children are given more opportunities if standards not met in Year 4.		