

PE

	Reception	Year 1	Year 2
National Curriculum / ELGs	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li> <li>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:               <ul style="list-style-type: none"> <li>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</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> <li>Perform dances using simple movement patterns.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li> <li>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:               <ul style="list-style-type: none"> <li>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</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> <li>Perform dances using simple movement patterns.</li> </ul> </li> </ul>
Health & Wellbeing/Evaluating performance	<ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs, including going to the toilet and understanding the importance of healthy food choices.</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Work and play cooperatively and take turns with others.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how the body feels before, during and after exercise.</li> <li>Carry and place equipment safely.</li> <li>Watch and describe performances.</li> <li>Begin to say how they could improve.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and describe how the body feels during and after different physical activities.</li> <li>Explain what they need to stay healthy.</li> <li>Watch and describe performances, and use what they see to improve their own performance.</li> <li>Talk about the differences between their work and that of others.</li> </ul>

<p style="text-align: center;"><b>Athletics</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate basic running technique and begin to show a change of speed</li> <li>• Maintain control as they change direction when jogging</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic running technique and begin to show a change of pace and speed</li> <li>• Develop balance by jumping and landing with soft knees, keeping the chest up whilst moving and moving slowly</li> <li>• Develop agility and coordination by maintaining control as they change direction</li> <li>• Explore hopping, jumping and leaping for distance</li> <li>• Land safely with control with jumping</li> <li>• Throw underarm for short distance and overarm for further distance</li> <li>• Throw an object towards a target with increasing accuracy</li> <li>• Improve the distance they can throw by using more power.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the sprinting action by taking larger strides and using the opposite arm and leg</li> <li>• Develop jumping for distance from a standing by bending the knees at take off and swinging the arms</li> <li>• Develop technique when jumping for height by driving the arms upwards</li> <li>• Develop the ability to throw for distance by standing sideways to the direction of the throw</li> <li>• Develop throwing for accuracy</li> <li>• To apply knowledge and technique in a carousel of athletic tasks</li> </ul>
<p style="text-align: center;"><b>Dance/Movement</b></p>	<ul style="list-style-type: none"> <li>• Work towards control and coordination in large and small movements.</li> <li>• Recognise rhythm and beat within the music and be able to clap and stamp feet in time to the music led by the teacher</li> <li>• Move confidently in a range of ways, safely negotiating space</li> <li>• Work individually as a solo.</li> <li>• Create actions and movements around a given story or theme.</li> <li>• Create actions and movements that travel.</li> <li>• Link 2 movements together to begin a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate more control in a variety of movements.</li> <li>• Recognise rhythm and beat within the music and be able to move in time to the music led by the teacher.</li> <li>• Work with a partner or small group to copy or create a formation for the movements.</li> <li>• Work individually and with a partner - solo and duet.</li> <li>• Create and develop actions and movements around a given story or theme.</li> <li>• Create and develop a variety of actions and movements that travel and change direction and speed.</li> <li>• Link 2 or more movements together to begin a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate control over movements and show good co-ordination</li> <li>• Move in time to the music independently.</li> <li>• Start to count out the phrases of 8 counts within the music on the regular beat correctly</li> <li>• Work with a partner or small group to copy start and end positions</li> <li>• Work with a partner or small group to copy or create formations for the movements.</li> <li>• Copy and repeat some movement skills to include: travelling, turning, jumping, balance and levels.</li> <li>• Explore combining skills such as travelling and jumping, turning on different levels.</li> <li>• Link 2 or more movements together to form a sequence. Remember the movement order and perform the sequence.</li> </ul>

<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• Copy and create shapes with their body.</li> <li>• Create shapes whilst on apparatus.</li> <li>• Develop balancing and taking weight on different body parts.</li> <li>• Develop jumping and landing safely.</li> <li>• Develop rocking and rolling.</li> <li>• Copy and create short sequences by linking actions together.</li> <li>• Create short sequences using shapes, balances and travelling actions.</li> <li>• Develop balancing and safely using apparatus.</li> <li>• Develop jumping and landing safely from a height.</li> <li>• Develop rocking and rolling.</li> <li>• Explore travelling around, over and through apparatus.</li> <li>• Create sequences using apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore travelling movements.</li> <li>• Develop quality when performing and linking shapes.</li> <li>• Develop stability and control when performing balances.</li> <li>• Develop technique and control when performing shape jumps.</li> <li>• Develop technique in the barrel, straight and forward roll.</li> <li>• Link gymnastic actions to create a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform gymnastic shapes and link them together. (star, straddle, pike, straight, tuck, back support)</li> <li>• Use shapes to create balances.</li> <li>• Link travelling actions and balances using apparatus.</li> <li>• Demonstrate different shapes, take off and landing when performing jumps.</li> <li>• Develop rolling and sequence building. (barrel, straight, forward)</li> <li>• Create a sequence using apparatus.</li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>• Develop rolling a ball to a target</li> <li>• develop stopping a rolling ball.</li> <li>• Develop accuracy when throwing to a target.</li> <li>• Develop bouncing and catching a ball</li> <li>• Develop dribbling a ball with your feet</li> <li>• develop dribbling with hands</li> <li>• Develop kicking a ball</li> <li>• Follow instructions and move safely when playing games</li> <li>• Learn to take turns</li> <li>• Work with others to play team games</li> </ul>	<ul style="list-style-type: none"> <li>• Develop control and co-ordination when dribbling a ball with your hands</li> <li>• Explore accuracy when rolling a ball</li> <li>• Explore throwing with accuracy towards a target</li> <li>• Explore catching with two hands</li> <li>• Explore control and co-ordination when dribbling a ball with your feet</li> <li>• Explore tracking a ball that is coming towards me</li> <li>• Begin to send and receive a ball with your feet</li> <li>• Understand when I am a defender and when I am an attacker</li> <li>• To recognise who to pass to and why</li> <li>• To move towards goal with the ball.</li> <li>• To support a teammate when playing in attack</li> <li>• To move into space showing an awareness of defenders</li> <li>• To stay with a player when defending</li> <li>• To know how to score points</li> <li>• To understand rules of games and to play them fairly</li> </ul>	<ul style="list-style-type: none"> <li>• Roll a ball to hit a target</li> <li>• To stop a rolling ball by keeping your eye on it and moving your feet to receive it</li> <li>• Develop technique and control when dribbling a ball with your feet</li> <li>• Develop control and technique when kicking a ball</li> <li>• Develop co-ordination and technique when throwing and catching.</li> <li>• Develop control and co-ordination when dribbling a ball with your hands</li> <li>• To understand what being in possession means.</li> <li>• To explore how to gain possession</li> <li>• To understand that scoring goals is an attacking skill and to explore ways to do this.</li> <li>• To understand that stopping goals is a defending skill and explore ways to do this.</li> <li>• To mark an opponent and understand that this is a defending skill.</li> <li>• To apply simple tactics for attacking and defending</li> <li>• To develop returning a ball with hands</li> <li>• To develop racket skills and use them to return a ball</li> </ul>

<b>Enrichment</b>	Sports Day Imoves Active blasts 5-a-day Running Track	Sports Day Chance to Shine Wiltshire Cricket School Clubs Imoves Active blasts 5-a-day Running Track	Sports Day Chance to Shine Wiltshire Cricket School Clubs Imoves Active blasts 5-a-day Running Track	
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

National Curriculum Objectives

<ul style="list-style-type: none"> <li>• Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</li> <li>• They should enjoy communicating, collaborating and competing with each other.</li> <li>• 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.</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• Perform dances using a range of movement patterns</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</li> <li>• They should enjoy communicating, collaborating and competing with each other.</li> <li>• 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.</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Play competitive games, modified where appropriate [for example, badminton, 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<b>Health &amp; Wellbeing/Evaluating</b>	<ul style="list-style-type: none"> <li>• Recognise and describe the effects of exercise on the body.</li> <li>• Know the importance of strength and flexibility for physical activity.</li> <li>• Explain why it is important to warm up and cool down</li> <li>• Watch, describe and evaluate the effectiveness of a performance.</li> <li>• Describe how their performance has improved over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the body reacts at different times and how this affects performance.</li> <li>• Explain why exercise is good for your health.</li> <li>• Know some reasons for warming up and cooling down.</li> <li>• Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</li> <li>• Modify their use of skills or techniques to achieve a better result.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and understand the reasons for warming up and cooling down.</li> <li>• Explain some safety principles when preparing for and during exercise.</li> <li>• Choose and use criteria to evaluate own and others' performances.</li> <li>• Explain why they have used particular skills or techniques, and the effect they have had on their performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of warming up and cooling down.</li> <li>• Carry out warm-ups and cool-downs safely and effectively.</li> <li>• Understand why exercise is good for health, fitness and wellbeing.</li> <li>• Know ways they can become healthier.</li> <li>• Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</li> </ul>
<b>Athletics</b>	<ul style="list-style-type: none"> <li>• Focus on arm and leg action to improve sprinting technique</li> <li>• Develop the changeover technique in relay events</li> <li>• Develop jumping technique in a range of approaches and take off positions</li> <li>• Land safely with control</li> <li>• Throw a variety of objects with greater control and accuracy over distance</li> <li>• Throw for distance in a pull throw</li> <li>• To develop officiating</li> <li>• Begin to measure the distance jumped.</li> <li>• Measure the distance of their throws.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop stamina and an understanding of speed and pace in relation to distance.</li> <li>• Develop power and speed in the sprinting technique.</li> <li>• Develop technique when jumping for distance in the standing long jump</li> <li>• Jump with control and balance by bending your knees and looking straight ahead</li> <li>• Create power in your throw by transferring your weight from your back to your front leg.</li> <li>• Develop a pull throw for distance and accuracy</li> <li>• Create power in the throw by transferring y weight from the back to the front leg.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply different speeds and paces over varying distances</li> <li>• Choose the best pace for the running event</li> <li>• Develop fluency and co-ordination when running for speed</li> <li>• Build momentum and power in the triple jump</li> <li>• Perform relay changeovers with increasing accuracy</li> <li>• Throw for distance using a push throw</li> <li>• Develop throwing with force for longer distances</li> <li>• Throw with greater control and technique using a range of equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Develop my own sprint technique over different short distances</li> <li>• Give feedback on how others can improve their sprinting technique</li> <li>• Identify a suitable pace for running events over varying distances</li> <li>• Develop power, control and technique for the triple jump.</li> <li>• Demonstrate power, control and technique when throwing for distance</li> <li>• Throw for distance using a fling throw</li> <li>• Throw with force and accuracy using a push throw over longer distances</li> <li>• Work collaboratively in a team to develop the officiating skills of measuring, timing and recording</li> </ul>

Dance/Movement	<ul style="list-style-type: none"> <li>• Work towards precision of movement and co-ordination.</li> <li>• Move in time to the music confidently using varying types of accompaniment.</li> <li>• Count out the phrases of 8 counts within the music on the regular beat correctly and confidently.</li> <li>• Work with a partner to create dance sequences including start and end positions and changing formations.</li> <li>• Work co-operatively with a group to create a dance sequence including start and end positions and changing formations.</li> <li>• Combine skills such as travelling and turning, with some complexity and confidence.</li> <li>• Link 3 or more movements together to form a sequence. Remember the movement order and perform the sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate precision of movement and co-ordination.</li> <li>• Move in time to the music demonstrating an awareness of rhythm and phrasing.</li> <li>• Count out the phrases of 8 counts within the music on the regular beat, slow beat and quick beat correctly.</li> <li>• Work with a partner to create dance sequences with good synchronicity</li> <li>• Work co-operatively with a group to create dance sequences with good synchronicity in formations, introducing canons and other group formations where different group members perform different actions at different times.</li> <li>• Combine skills with more complexity, confidence and precision.</li> <li>• Link several movements together to form a sequence. Remember the movement order and perform the sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Work towards showing varying movement types e.g. strength, softness, power, flexibility, control, energy, etc. within one performance.</li> <li>• Move in time to the music demonstrating confidence with rhythm and phrasing.</li> <li>• Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly.</li> <li>• Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance.</li> <li>• Work co-operatively with a group to achieve good synchronicity in formations and when transitioning between formations.</li> <li>• Combine skills to develop flexibility, strength, technique, control and balance.</li> <li>• Create more than one sequence of movements and perform the sequences in a specific order.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrating with accuracy more varying movement types e.g. strength, softness, power, flexibility, control, energy, etc. within one performance</li> <li>• Move in time to the music demonstrating confidence with more complex rhythm and phrasing.</li> <li>• Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly and confidently.</li> <li>• Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance.</li> <li>• Work co-operatively with a group to achieve good synchronicity throughout the whole performance.</li> <li>• Combine skills to consistently demonstrate flexibility, strength, technique, control and balance.</li> <li>• Create more than one sequence of movements and perform the sequences in a variety of different orders</li> </ul>
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Gymnastics	<ul style="list-style-type: none"> <li>• Create interesting point and patch balances.</li> <li>• Develop stepping into shape jumps with control.</li> <li>• Develop the straight, barrel, and forward roll.</li> <li>• Transition smoothly into and out of balances.</li> <li>• Create a sequence with matching and contrasting actions and shapes.</li> <li>• Create a partner sequence incorporating equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Develop individual and partner balances.</li> <li>• Develop control in performing and landing rotation jumps.</li> <li>• Develop the straight, barrel, forward and straddle roll.</li> <li>• Develop strength in inverted movements.</li> <li>• Create a partner sequence to include apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform symmetrical and asymmetrical balances.</li> <li>• Develop the straight, forward, straddle and backward roll.</li> <li>• Explore different methods of travelling, linking actions in both canon and synchronisation.</li> <li>• Perform progressions of inverted movements.</li> <li>• Explore matching and mirroring using actions both on the floor and on apparatus.</li> <li>• Create a partner sequence using apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately perform the straddle, forward and backward roll.</li> <li>• Develop counter balance and counter tension.</li> <li>• Perform inverted movements with control.</li> <li>• Use flight from hands to travel over apparatus.</li> <li>• Create a group sequence using formations and apparatus.</li> </ul>
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Games	<ul style="list-style-type: none"> <li>• To develop sending and receiving the ball with accuracy and control</li> <li>• To develop the attacking skill of dribbling</li> <li>• To develop dribbling to beat a defender</li> <li>• To develop changing direction and speed when dribbling</li> <li>• To use defending skills to delay an opponent and gain possession</li> <li>• To apply attacking skills to move towards goal and find space</li> <li>• To develop passing and begin to recognise when to use different skills</li> <li>• To apply attacking skills to move towards a goal</li> <li>• To develop technique in the attacking skill of shooting</li> <li>• To protect the ball when dribbling against an opponent</li> <li>• To develop overarm and underarm throwing, catching and apply these to a striking and fielding game</li> <li>• To develop bowling</li> <li>• To run make decisions about when to stop and when to run.</li> <li>• To develop fielding techniques and apply them to game situations</li> <li>• To develop batting technique</li> </ul>	<ul style="list-style-type: none"> <li>• To develop throwing, catching and running with the ball</li> <li>• To develop movement skills to dodge a defender</li> <li>• To track an opponent and begin to defend as a team</li> <li>• To use a variety of passes to move towards a goal</li> <li>• To defend an opponent and try to win the ball</li> <li>• To develop the shooting action</li> <li>• To bowl a ball with some accuracy and consistency</li> <li>• To use overarm and underarm throwing, and catching skills with increasing accuracy</li> <li>• To strike a ball with a bat and consider where to hit it.</li> <li>• To develop hitting and returning the ball using a forehand</li> <li>• To develop the backhand and understand when to use it.</li> <li>• To use simple tactics in a game to outwit an opponent.</li> <li>• To demonstrate honesty and fair play when competing against others</li> </ul>	<ul style="list-style-type: none"> <li>• To dribble with some control under pressure.</li> <li>• To pass with some control under pressure</li> <li>• To receive with some control under pressure</li> <li>• To select the appropriate skill, choosing when to pass and when to dribble</li> <li>• To begin to move into and create space to support a teammate</li> <li>• I can use tracking, tackling and intercepting when playing in defence</li> <li>• To develop throwing at a moving target</li> <li>• To develop officiating skills and referee a game</li> <li>• To develop bowling under pressure</li> <li>• To strike a bowled ball with increasing consistency</li> <li>• To make decisions about where and when to send the ball to stump a batter out</li> <li>• To develop long and short barriers in fielding and understand when to use them</li> </ul>	<ul style="list-style-type: none"> <li>• To dribble with control under pressure</li> <li>• To move into and create space to support a teammate</li> <li>• To shoot with increasing accuracy</li> <li>• To choose when to pass, when to dribble and when to shoot</li> <li>• Apply appropriate defensive techniques for the game situation</li> <li>• To use a variety of passes to maintain possession under pressure</li> <li>• To select the appropriate skill to create space, move towards goal and away from defenders</li> <li>• To use a variety of attacking skills to beat a defender</li> <li>• To develop a range of shots to keep a rally going</li> <li>• To develop the forehand and backhand grip</li> <li>• To bowl accurately under pressure</li> <li>• To strike a ball with consistency and increasing accuracy</li> <li>• Apply a range of fielding techniques appropriate for the game</li> </ul>
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OAA			<ul style="list-style-type: none"> <li>• Start to orientate themselves with increasing confidence and accuracy around an orienteering course</li> <li>• Begin to use navigation equipment to orientate around a trail.</li> <li>• Use clear communication to effectively complete a particular role in a team.</li> <li>• Complete orienteering activities both as part of a team and independently.</li> <li>• Identify a key on a map and begin to use the information in activities</li> <li>• Identify the quickest route to accurately navigate an orienteering course.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientate themselves with confidence and accuracy around an orienteering course when under pressure</li> <li>• Design an orienteering course that can be followed and offers some challenge to others</li> <li>• Use navigation equipment (maps, compasses) to improve the trail</li> <li>• Use clear communication to effectively complete a particular role in a team.</li> <li>• Compete in orienteering activities both as part of a team and independently.</li> <li>• Use a range of map styles and make an informed decision on the most effective.</li> </ul>
Swimming	<ul style="list-style-type: none"> <li>• Begin to swim with competency and confidence over a distance of up to 25m</li> <li>• Begin to use a range of strokes to swim e.g. front crawl, backstroke and breaststroke</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25m in any given stroke.</li> <li>• Use a range of stroke effectively e.g. front crawl, backstroke and breaststroke</li> <li>• Perform safe self-rescue in different water-based situations</li> </ul>	N/A Top up for those not achieving 25m
Enrichment	School Clubs Imoves Active blasts 5-a-day Running Track Sports Day	School Clubs Imoves Active blasts 5-a-day Running Track Sports Day PGL	School Clubs Imoves Active blasts 5-a-day Running Track Sports Day	School Clubs Imoves Active blasts 5-a-day Running Track Sports Day