

Canon Popham PE Curriculum Progression of Substantive and Disciplinary Knowledge (Year 1 - Year 6)

The progression of substantive and disciplinary knowledge in PE are clearly set out below for KS1 and KS2. The disciplinary and substantive knowledge from previous years are reinforced and consolidated in subsequent years. Children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practise are built into lessons. This revision ultimately helps build depth to the children's learning and helps to make the learning more memorable, allowing links to be made and ultimately, creating a higher level of engagement and understanding of the knowledge and skills required.

SK = Substantive Knowledge

DK = Disciplinary Skill

Revisited vocabulary from prior learning is indicated in bold.

Games

Health and Fitness

	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
	Describe how the body feels before, SK during and after exercise. Carry and place equipment safely. SK	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. SK	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down. SK	Describe how the body reacts at different times and how this effects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. SK	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. SK	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. SK

Striking and Hitting a Ball

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Use hitting skills in a game. Practise basic striking, sending and receiving. DK</p>	<p>Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. DK</p>	<p>Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. DK</p>	<p>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. DK</p>	<p>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. DK</p>	<p>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. DK</p>

Throwing and Catching a Ball

	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. DK</p>	<p>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. DK</p>	<p>Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl. DK</p>	<p>Develop different ways of throwing and catching DK</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game. DK</p>	<p>Throw and catch accurately and successfully under pressure in a game. DK</p>

Travelling with a ball

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. DK</p>	<p>Bounce and kick a ball whilst moving. Use kicking skills in a game.</p> <p>Use dribbling skills in a game. DK</p>	<p>Move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game. DK</p>	<p>Move with the ball using a range of techniques showing control and fluency. DK</p>	<p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways, and begin to link together. DK</p>	<p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively. DK</p>

Tactics and Rules

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Follow simple rules to play games, including team games. SK</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Begin to use the terms attacking and defending.</p>	<p>Understand the importance of rules in games. SK</p> <p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Begin to use and understand the terms attacking and defending.</p>	<p>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p>Know how to play a striking and fielding game fairly. SK</p> <p>Use simple attacking and defending skills in a game.</p>	<p>Vary the tactics they use in a game.</p> <p>Adapt rules to alter games. SK</p> <p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p>	<p>Know when to pass and when to dribble in a game.</p> <p>Devise and adapt rules to create their own game SK</p> <p>Choose the best tactics for attacking and defending.</p> <p>Shoot in a game.</p> <p>Use fielding skills as a team to prevent</p>	<p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game. SK</p> <p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p>

	Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender	Use at least one technique to attack or defend to play a game successfully.	Use fielding skills to stop a ball from travelling past them.		the opposition from scoring	Work as a team to develop fielding strategies to prevent the opposition from scoring
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Evaluate

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Watch and describe performances . Begin to say how they could improve SK	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. SK	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. SK	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. SK	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. SK	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements . SK

Gymnastics

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Describe how the body feels before, during and after exercise. Carry and place equipment safely. SK	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. SK	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. SK	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. SK	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. SK	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. SK

Acquiring and Developing Skills in Gymnastics

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end.	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence.	Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with	Create a sequence of actions that fit a theme. Use an increasing range of actions , directions and levels in their sequences.	Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.

	<p>Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care. DK</p>	<p>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. DK</p>	<p>increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements. DK</p>	<p>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. DK</p>	<p>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. DK</p>	<p>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. DK</p>
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The Gymnastic skills taught throughout the units can be broken down into these specific areas; **rolls, jumps, vault work, handstands, cartwheels and round-offs, travelling and shapes and balances.**

Please note – the age range is only a guide. All skills should be taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4, 5 and 6 if necessary.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shapes and Balances						
	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes DK	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 DK	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support DK	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 DK	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 DK	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. DK

Compete/Perform

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. DK</p>	<p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. DK</p>	<p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. DK</p>	<p>Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy DK</p>	<p>Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. DK</p>	<p>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. DK</p>

Dance

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Health and Fitness

	<p>Describe how the body feels before, during and after exercise. Carry and place equipment safely. SK</p>	<p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. SK</p>	<p>Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity.</p>	<p>Describe how the body reacts at different times and how this effects performance. Explain why exercise is good for your health.</p>	<p>Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. SK</p>	<p>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</p>
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			Explain why it is important to warm up and cool down. SK	Know some reasons for warming up and cooling down SK		wellbeing. Know ways they can become healthier SK
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Dance skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. DK</p>	<p>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. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. DK</p>	<p>Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. DK</p>	<p>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. 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. DK</p>	<p>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. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still</p>	<p>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. 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,</p>

				<p>Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work. DK</p>	<p>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. DK</p>	<p>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. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work. DK</p>
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Compete/Perform

Compete/Perform						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control DK	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. DK	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. DK	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. DK	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. DK	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. DK
Evaluate						
	Watch and describe performances. Begin to say how they could improve. SK	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. SK	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time SK	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. SK	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. SK	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements SK

Athletics

Health and Fitness

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Describe how the body feels before, during and after exercise. Carry and place equipment safely. SK	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. SK	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down. SK	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. SK	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. SK	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. SK

Running

	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line.	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique.	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay , focusing on the	Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start.	Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency,
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<p>Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting. DK</p>	<p>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. DK</p>	<p>Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run. DK</p>	<p>baton changeover technique. Speed up and slow down smoothly DK</p>	<p>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. DK</p>	<p>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 over longer distances in order to maintain a sustained run. DK</p>
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Jumping

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>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. Perform a short jumping sequence. Jump as high as possible.</p>	<p>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.</p>	<p>Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump.</p>	<p>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. DK</p>	<p>Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence.</p>	<p>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</p>

	<p>Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. DK</p>	<p>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 DK</p>	<p>Land safely and with control. DK</p>		<p>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. DK</p>	<p>and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy. DK</p>
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Throwing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power. DK</p>	<p>Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets</p>	<p>Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw.</p>	<p>Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to</p>	<p>Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of</p>	<p>Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and</p>

		of different heights. Investigate ways to alter their throwing technique to achieve greater distance. DK	Continue to develop techniques to throw for increased distance. DK	throw for increased distance DK	their throws. Continue to develop techniques to throw for increased distance. DK	support others in improving their personal best. Develop and refine techniques to throw for accuracy. DK
Compete/Perform						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Begin to perform learnt skills with some control. Engage in competitive activities and team games. DK	Perform learnt skills with increasing control. Compete against self and others. DK	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. DK	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. DK	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. DK	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. DK
Evaluate						
	Watch and describe performances. Begin to say how they could improve. SK	Watch and describe performances, and use what they see to improve their own performance.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. SK	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. SK

		Talk about the differences between their work and that of others. SK		to achieve a better result. SK	the effect they have had on their performance. SK	
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**Outdoor Adventurous Activities
Health and Fitness**

	Describe how the body feels before, during and after exercise. Carry and place equipment safely. SK	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. SK	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down. SK	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. SK	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. SK	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. SK
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Trails

			Year 3	Year 4	Year 5	Year 6
			Orientate themselves with increasing confidence and accuracy around a short trail. DK	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of	Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design a course that can be followed and	Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others.

				an orienteering course. DK	offers some challenge to others. Begin to use navigation equipment to orientate around a trail. DK	Use navigation equipment (maps, compasses) to improve the trail. DK
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Problem Solving

			Year 3	Year 4	Year 5	Year 6
			Identify and use effective communication to begin to work as a team. Identify symbols used on a key. DK	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. DK	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. DK	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 decision on the most effective. DK

Communication

			Year 3	Year 4	Year 5	Year 6
			Communicate with others.	Communicate clearly with others. Work as part of a team. Begin to use a map to complete an	Communicate clearly and effectively with others. Work effectively as part of a team.	Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when

				orienteering course. DK	Successfully use a map to complete an orienteering course. Begin to use a compass for navigation. DK	necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others. DK
Compete and Perform						
			Year 3	Year 4	Year 5	Year 6
			Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities DK	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. DK	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. DK	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. DK
Evaluate						
			Year 3	Year 4	Year 5	Year 6
			Watch, describe and evaluate the effectiveness of a performance. Describe how their	Watch, describe and evaluate the effectiveness of performances, giving	Choose and use criteria to evaluate own and others' performances.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. SK

			performance has improved over time. SK	ideas for improvements. Modify their use of skills or techniques to achieve a better result. SK	Explain why they have used particular skills or techniques, and the effect they have had on their performance. SK	
Swimming						
			Year 3	Year 4	Year 5	Year 6
			Swim 25m unaided DK	Swim 25-50m unaided, demonstrates proficiency in a range of strokes at the surface and below. DK	Swim 50m fluently with controlled strokes (breast stroke, front and back.) DK	Swim 100m fluently with controlled strokes (breast stroke, front and back.) DK