

## Subject Progression Map 2019 / 2021

### Subject Intent:

Methley Primary school believe that PE and physical activity are an integral part of our curriculum. During PE our learners are motivated to improve their skills in a range of different opportunities developing their perseverance. We provide opportunities for pupils to become physically confident in a way, which supports their health and fitness. We provide opportunities to compete in a range of sports and other physical activities. Through competition with both themselves and others, children develop important values such as fairness and respect. Our children are given opportunities to collaborate by working with others developing essential critical thinking and communication skills whilst supporting each other in evaluations of their performances. Through all of this, our children are able to celebrate successes.

### Implementation:

Across KS1 and KS2, children have 2 taught PE lessons a week. Typically 1 indoor and 1 outdoor. The PE curriculum is enhanced by a number of different clubs across both key stages and the participation in a number of different sporting competitions. There is an opportunity for children to compete both in school and out of school for children from Year 1 to Year 6. School has a dedicated team of sports leaders (children from year 4-6) who meet weekly, plan and support at events and plan their own activities for younger children in school. Following the national curriculum, children learn a variety of skills in KS1 which can be applied in small sided team games. In KS2 these skills are refined and used alongside tactics to develop further understanding of the activities and applied to more formal games in upper KS2. Throughout the lessons, children are encouraged to develop leadership roles in different areas and also to evaluate their own and others performances. Staff ensure that they continue to develop children's vocabulary throughout these lessons.

At lunch times and playtimes, there is equipment available to support the children in developing and continuing an active lifestyle.

In EYFS, children have access to the outdoors throughout the day where there are different areas of provision to support them in physical development, moving and handling and health and self-care. Enhancements are made to provision throughout the term to allow different challenges to the children. In Nursery, there is also an indoor movement area which further supports the child's development. Children in reception begin PE in the summer term and play simple games with different equipment allowing them to further work on the movement skills.

Linked to PSHE, pupils develop an understanding of why we need to exercise and across school, pupils are involved in physical activities every day.

Skills progression - areas highlighted are agreed and of phase outcomes across the BLP PE leaders.

**Subject Area - PE - Dance**

Intent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Skills / Knowledge From NC</b></p>	<p><b>Development matters:</b></p> <p><b>F1</b> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p><b>F2</b> Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming Revise and refine fundamental movement skills (rolling, crawling, walking, jumping, running, hopping, skipping, climbing) Combine different movements with ease and fluency Develop overall body-strength, balance, co-ordination and agility.</p> <p><b>Birth to 5 matters:</b> <b>Range 5 (F1)</b> Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Can balance on one foot or in a squat momentarily, shifting body weight to improve stability Creates lines and circles pivoting from the shoulder and elbow Manipulates a range of tools - scarves and ribbons.</p> <p><b>Range 6 (F2)</b> Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping · Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p><b>ELG: Gross Motor Skills Children at the expected level of development will:</b> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p><b>Techniques</b> <b>Demonstrate 2 different jumps.</b> <b>Demonstrate 3 travelling actions.</b> <b>Hold 3 different balances.</b></p> <p><b>Choreography</b> <b>Copy a dance pattern</b> <b>Remember a simple phrase with support</b> <b>Create own actions.</b></p> <p><b>Perform</b> <b>Perform simple actions with support.</b> <b>Dance alongside others.</b> <b>Perform to music.</b></p> <p><b>Evaluate</b> <b>Identify different jumps</b> <b>Identify something I liked.</b></p>	<p><b>Demonstrate a range of jumps.</b> <b>Demonstrate a range of travelling actions.</b> <b>Demonstrate coordination.</b></p> <p><b>Copy and remember a simple phrase or motif.</b> <b>Create a series of actions.</b> <b>Demonstrate spatial awareness (directions).</b></p> <p><b>Perform simple actions from memory.</b> <b>Perform using set counts.</b> <b>Perform confidently.</b></p> <p><b>Identify a range of jumps and travelling actions.</b> <b>Identify something I liked and explain why.</b></p> <p><b>Repeat simple movement patterns with control</b></p>	<p><b>Demonstrate all key actions, gestures, travel, jump, turn and stillness.</b> <b>Demonstrate a variety of actions with some control.</b></p> <p><b>Demonstrate actions with some coordination and strength.</b> <b>Create a sequence of actions to be performed in unison.</b> <b>I can use my imagination creating original ideas.</b></p> <p><b>Perform a variety of actions from memory.</b> <b>I can perform using spatial awareness.</b> <b>Perform in time with others.</b> <b>Name key actions.</b> <b>Identify something that needs to be improved and explain why with support.</b></p>	<p><b>Control the majority of key actions.</b> <b>Demonstrate the variety of key actions showing co-ordination and strength.</b></p> <p><b>Create a sequence of actions using canon.</b> <b>Create a sequence using different dynamics.</b> <b>Create actions using different stimuli.</b></p> <p><b>Perform competently with an awareness of audience.</b> <b>Perform using a variety of styles.</b> <b>Understand that dance has a structure - beginning, middle and end.</b> <b>Use dance vocabulary to identify strengths and weaknesses and suggest improvements.</b></p> <p><b>Move in time when performing short sequences</b> <b>Choreograph short sequences using mirror, canon and unison</b></p>	<p><b>Demonstrate all key actions with control and strength,</b> <b>Attempt more complex actions using flexibility and balance.</b></p> <p><b>Create a sequence of actions using change in formation and level.</b> <b>Choreograph dances that communicate feelings and emotions.</b></p> <p><b>Perform with confidence with audience awareness.</b> <b>Perform in more than 1 style of dance.</b> <b>Perform with expression.</b> <b>Evaluate a performance using key vocabulary and giving suggestions on how to improve without prompting.</b></p>	<p><b>Competently demonstrate all key actions with strength and stamina.</b> <b>Repeatedly demonstrate more complex actions with flexibility and co-ordination.</b> <b>Create movement demonstrating changes in rhythm, speed and formations.</b> <b>Create a dance showing awareness of all aspects of choreography (unison, canon, spatial awareness etc)</b> <b>Perform confidently to a range of audience with expression and focus.</b> <b>Perform confidently in a range of styles being aware of dynamics.</b> <b>Completely evaluate a performance.</b></p> <p><b>Perform and choreograph small group sequences</b> <b>Choose when to use skills and techniques including mirror, canon, unison to make sequences have impact</b></p>

**Subject Area - PE - Gymnastics**

Intent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Skills / Knowledge From NC</b></p>	<p><b>Development matters:</b></p> <p><b>F1</b> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p><b>F2</b> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p><b>Birth to 5 matters:</b></p> <p><b>Range 5 (F1)</b> Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</p> <p><b>Range 6 (F2)</b> Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance Travels with confidence and skill around, under, over and through balancing and climbing equipment <b>ELG: Gross Motor Skills Children at the expected level of development will:-</b> Negotiate space and obstacles safely, with consideration for themselves and others: - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><b>Technique</b> Identify and use simple gymnastics shapes &amp; balances - pike, tuck, star, straight, straddle, standing balances, kneeling balances. Use different travelling actions - tiptoe, jump, hop, hopscotch, skipping, galloping, bunny hop, front support walks. Show different rolls with some control - log roll, egg roll, teddy bear roll. Use gymnastics shapes to perform jumps - straight, tuck, star, half turn, cat spring. Jump from low equipment to land safely. Explore making the body tense and relaxed, stretched and curled.</p> <p><b>Routine/sequence</b> Copy, create and link movement phrases. Perform movement phrases using a range of body actions and body parts. Use actions on and around different apparatus. Perform simple actions &amp; sequences with support. Evaluate Identify different jumps &amp; actions Identify something I liked.</p>	<p>Identify and use simple gymnastics shapes &amp; balances - large body part balances, balances on apparatus, balances with a partner, front and back support. Use different travelling actions - jump half turn, T lever, scissor kick Show different rolls with control rocking for forward roll, crouched forward roll. Use gymnastics shapes to perform jumps - straight, tuck, star, half turn, cat spring to straddle Jump from equipment to land safely. Use a hurdle step onto a springboard. Straight jump and tuck jump off a spring board. Explore making the body tense and relaxed, stretched and curled. Remember, repeat and link combinations of gymnastics actions, shapes and balances with some co-ordination. Perform learnt skills with increasing control. Choose actions to perform in a sequence and perform with some control. Work with a partner to share ideas and create a simple sequence. Identify a range of jumps and travelling actions. Identify something I liked and explain why. Repeat simple movement patterns with control Land a two footed jump</p>	<p>Identify and use gymnastics shapes &amp; balances - large and small body part balances, matching and contrasting partner balances. Use different travelling actions chassis steps, cat leap, Develop gymnastics moves - handstand, lunge into handstand, Show different rolls with control - forward roll from standing, tucked backwards roll. Use gymnastics shapes to perform jumps - straddle jump, pike jump, cat leap Jump from equipment to land safely using a range of jumps. Squat on to a vault or bench (or table). Perform sequences on different apparatus. Adapt moves for different apparatus. Develop the quality of actions in a performance. Perform skills with control and confidence. Compete against self &amp; others in a controlled manner. Begin to work with a partner matching and mirroring Name key actions. Identify something that needs to be improved and explain why with support.</p>	<p>Identify and use gymnastics shapes &amp; balances - 1,2,3 &amp; 4 point balances, balances with and against a partner. Use different travelling actions - cat leap half turn, pivot. Develop gymnastics moves - lunge into cartwheel. Show different rolls with control - forward roll to straddle, backward roll to straddle. Use gymnastics shapes to perform jumps - full turn, cat leap half turn. Jump from equipment to land safely using a range of jumps. Straddle on to a vault or bench (or table). Include a wider range of actions and movements in sequences. Create sequences that follow a criteria- level, speed, direction. Perform sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Name key actions. Identify something that needs to be improved and explain why with support.</p> <p>Hold 'core gymnastics positions' Combine simple rolls, balances and jumps Move in time when performing short sequences</p>	<p>Identify and use gymnastics shapes &amp; balances - part body weight partner balances. Use different travelling actions - cat leap half turn, pivot. Develop gymnastics moves - lunge into round off. Show different rolls with control - pike forwards roll Use gymnastics shapes to perform jumps - stag jump, split leap, split jump. Jump from equipment to land safely using a range of jumps. Squat through on vault. Choose and apply compositional ideas to the sequences they create. Adapt sequences as needed, extend sequences. Perform own longer, more complex sequences (could be in time to music). Consistently perform and apply skills and techniques with accuracy and control. Evaluate a performance using key vocabulary and giving suggestions on how to improve without prompting.</p>	<p>Identify and use gymnastics shapes &amp; balances - develop complexity of part - weight partner balances, group formations, Use different travelling actions - cat leap full turn, Develop gymnastics moves - hurdle step, hurdle step to cartwheel, hurdle step to round off. Show different rolls with control - dive forwards roll, backwards roll to standing pike, pike backwards roll. Use gymnastics shapes to perform jumps - stag leap, cat leap full turn. Jump from equipment to land safely using a range of jumps. Straddle over on vault or table. Develop own gymnastics sequence by understanding, choosing and applying a range of compositional principles. Set sequences to a specific timing and stick to them individually, with a partner or in a small group. Perform and apply a variety of skills and techniques confidently and with precision. Completely evaluate a performance. Link 'core gymnastics positions' Apply gymnastic skills to apparatus with fluency Perform a forward roll Perform and choreograph small group sequence</p>

**Subject Area - Games - Inc Object control & small team games in KS1 (skills for games and activities)  
Invasion based in KS2**

Intent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Skills / Knowledge From NC</b></p>	<p><b>Development matters:</b> F1 Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. F2 Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <b>Birth to 5 matters:</b> <b>Range 5 (F1)</b> Maintains balance using hands and body to stabilise. Walks down steps or slopes whilst carrying a small object, maintaining balance and stability Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Can balance on one foot or in a squat momentarily, shifting body weight to improve stability Can grasp and release with two hands to throw and catch a large ball, beanbag or an object Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons <b>Range 6 (F2)</b> - Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping - Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Shows increasing control over an object in pushing, patting, throwing, catching or kicking Uses simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control and intention <b>EL6: Gross Motor Skills Children at the expected level of development will:</b> - Negotiate space and obstacles safely, with consideration for themselves and others: - Demonstrate strength, balance and coordination when playing: - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><b>Skills</b> Use hands to control a ball with increasing accuracy Throw underarm and overarm. Catch and bounce a ball. Practise accurate throwing and consistent catching. Travel with a ball in different ways. Travel with a ball in different directions Perform actions using some coordination and some control . <b>Application</b> Show some control of a ball within a game setting Use rolling skills in a game. Pass the ball to another player in a game. Use kicking skills in a game Move at different speeds. Use different ways of travelling in different directions of pathways. Begin to use space in a game. <b>Participation</b> Use simple rules to play team games. Participate in a game with an opposing side Be able to play a game following a set of rules Begin to use the terms attacking and defending. 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. <b>Evaluation</b> Watch and describe performances. Say how something could be improved.</p>	<p><b>Skills</b> Use hand-eye coordination to control a ball. Catch a variety of objects Throw balls over different distances. Pass the ball in different ways. Throw, catch and bounce a ball with a partner. Kick and move with a ball. Bounce and move with a ball. Develop catching and dribbling skills. Use both hands and feet in order to control a ball. Perform actions with increasing control and co-ordination. <b>Application</b> To vary types of throw in a game. Use dribbling skills in a game Use different ways of travelling at different speeds and different directions. Change speed and direction whilst running. Begin to choose and use the best space in a game. <b>Participation</b> Participate in a game with an opposing side Control a ball within a game setting Play a game with a set of rules Play as part of a team Cooperate with team mates &amp; work as a team in order to score goals/points Use at least 1 technique to attack or defend. Understand the importance of rules. <b>Evaluation</b> Use what they see to improve their own performance. Discuss differences between their own and others work. <b>Catch</b> Throw accurately underarm</p>	<p><b>Skills</b> Perform a range of actions, maintaining control of the ball Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Develop the quality of their actions. Perform learnt skills with control and confidence. Develop a safe and effective overarm throw. <b>Application</b> Choose the correct skills to meet a challenge. Find a useful space and get into it to support teammates. Pass the ball in different ways in a games situation. <b>Participation</b> Participate in team games Be aware of others when playing games. Apply skills and tactics in small-sided games. Begin to understand and apply the principles of invasion games. Identify and follow the rules of games fairly. Choose and use simple tactics to suit different situations React to situations in ways that make it difficult for opponents to win. Know how to keep and win back possession. <b>Evaluation</b> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p><b>Skills</b> Catch with one hand Develop different ways of throwing and catching. Move with the ball using a range of techniques and showing control. Perform and apply skills with control and accuracy. <b>Application</b> Be aware of space and use it to support teammates and cause problems for the opposition. Move to find a space when they are not in possession during a game. Pass the ball with increasing speed and accuracy in a game. Make the best use of space to pass and receive a ball. <b>Participation</b> Participate in team games Develop simple tactics for attacking and defending Play competitive games, modified where appropriate. Compete in a range of increasingly challenging situations Occasionally help the team to keep and win back possession of the ball. Use a range of attacking and defending skills and techniques in a game. Vary the tactics used. Adapt rules to alter games. <b>Evaluation</b> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvement. Modify their use of skills to achieve a better result. <b>Catch and pass on the move</b> Throw accurately over distance using an overarm throw</p>	<p><b>Skills</b> Use a number of techniques to pass, dribble and shoot. Consolidate different ways of throwing and catching. Use ball skill sin various ways and begin to link together. Consistently perform and apply skills with accuracy and control. <b>Application</b> Pass in different ways Consolidate different ways of throwing and catching and know when to use each in a game. Use different ways of dribbling in a game. Pass a ball with speed and accuracy using appropriate techniques. Show an increasing awareness of space. Shoot in a game, Know when to pass and when to dribble. <b>Participation</b> Keep and win back possession of the ball. Vary tactics and adapt skills according to what is happening Choose the best tactics for attacking and defending. Gain possession by working as a team Choose the best tactics for attacking and defending. devise and adapt rules to create their own games. Have a strong understanding of tactics in team games. <b>Evaluation</b> Choose and use criteria to evaluate own and others' performances. Explain why they have used a particular skill and the effect it had on their performance.</p>	<p><b>Skills</b> Throw and catch accurately. Show confidence in using ball skills in various ways and link these together, Perform and apply a variety of skills and techniques confidently, consistently and with precision. <b>Application</b> Use skills accurately in a game, when under pressure. Choose and make the best pass in a game situation and link a range of skills together. Demonstrate a good awareness of space. <b>Participation</b> Explain complicated rules Make a team plan and communicate it to others. Lead others in a game situation. Keep and win back the possession of the ball effectively and in a variety of ways in a team game. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead other during a game. Have a strong understanding of tactics. <b>Evaluation</b> Develop an understanding of how to improve in different physical activities and sports. Thoroughly evaluate their own and others work , suggesting thoughtful and appropriate improvements. <b>Catch and pass accurately in competitive games</b> Make good passing choices in competitive games</p>

**Subject Area - Games - Object control in KS1 (skills for games)**  
**Net and Wall & sticking and fielding based in KS2**

Intent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Skills / Knowledge From NC</b></p>	<p><b>Development matters:</b></p> <p><b>F1</b> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p><b>F2</b> Revise and refine the fundamental movement skills they have already acquired: rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b>Birth to 5 matters:</b></p> <p><b>Range 5 (F1)</b> Maintains balance using hands and body to stabilise. Walks down steps or slopes whilst carrying a small object, maintaining balance and stability Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Can balance on one foot or in a squat momentarily, shifting body weight to improve stability Can grasp and release with two hands to throw and catch a large ball, beanbag or an object Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p> <p><b>Range 6 (F2)</b> - Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping - Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Shows increasing control over an object in pushing, patting, throwing, catching or kicking Uses simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p><b>EL6: Gross Motor Skills Children at the expected level of development will:</b> - Negotiate space and obstacles safely, with consideration for themselves and others: - Demonstrate strength, balance and coordination when playing: - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><b>Skills</b> Strike with a racket or bat. Practise basic striking, sending and receiving. Begin to control a ball or other object using a bat or racket. Use hands to control a ball with increasing accuracy Throw underarm and overarm. Catch and bounce a ball. Practise accurate throwing and consistent catching. Perform actions using some coordination and some control .</p> <p><b>Application</b> Show some control of a ball within a game setting. Use hitting skills in a game. Use throwing and catching skills in a game. Use rolling skills in a game. Pass the ball to another player in a game. Move at different speeds. Begin to use space in a game. Begin to use fielding skills in a game.</p> <p><b>Participation</b> Use simple rules to play team games. Participate in a game with an opposing side Be able to play a game following a set of rules Play a game fairly and in a sporting manner.</p> <p><b>Evaluation</b> Watch and describe performances. Say how something could be improved.</p>	<p><b>Skills</b> Use hand-eye coordination to control a ball. Develop control when using a bat or racquet with a ball or object. Begin to send an object to a partner and wait for a return (using a bat or racquet). Catch a variety of objects Throw balls over different distances. Pass the ball in different ways. Throw, catch and bounce a ball with a partner. Develop catching skills. Perform actions with increasing control and co-ordination. Strike or hit a ball with increasing control. Position the body to strike a ball.</p> <p><b>Application</b> To vary types of throw in a game. Use different ways of travelling at different speeds and different directions. Change speed and direction whilst running. Begin to choose and use the best space in a game. Use fielding skills to play a game.</p> <p><b>Participation</b> Participate in a game with an opposing side Control a ball within a game setting Play a game with a set of rules Play as part of a team Cooperate with team mates &amp; work as a team in order to score goals/points Understand the importance of rules.</p> <p><b>Evaluation</b> Use what they see to improve their own performance. Discuss differences between their own and others work.</p> <p><b>Catch</b> Throw accurately underarm</p>	<p><b>Skills</b> Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Develop the quality of their actions. Perform learnt skills with control and confidence. Develop a safe and effective overarm throw. 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.</p> <p><b>Application</b> Choose the correct skills to meet a challenge. Pass the ball in different ways in a games situation. Use the correct technique for catching in a game. Develop use of fielding skills in a game.</p> <p><b>Participation</b> Participate in team games Be aware of others when playing games. Apply skills and tactics in small-sided games. Identify and follow the rules of games fairly. Choose and use simple tactics to suit different situations React to situations in ways that make it difficult for opponents to win. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p><b>Skills</b> Catch with one hand Develop different ways of throwing and catching. Perform and apply skills with control and accuracy. Use a bat or 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.</p> <p><b>Application</b> Be aware of space and use it to support teammates and cause problems for the opposition. Move to find a space when they are not in possession during a game. Pass the ball with increasing speed and accuracy in a game. Make the best use of space to pass and receive a ball.</p> <p><b>Participation</b> Participate in team games Play competitive games, modified where appropriate. Compete in a range of increasingly challenging situations Use a range of attacking and defending skills and techniques in a game. Vary the tactics used. Adapt rules to alter games. Communicate effectively with team mates.</p> <p><b>Evaluation</b> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvement. Modify their use of skills to achieve a better result.</p> <p><b>Catch and pass on the move</b> Throw accurately over distance using an overarm throw</p>	<p><b>Skills</b> Consolidate different ways of throwing and catching. Use ball skills in various ways and begin to link together. Consistently perform and apply skills with accuracy and control. Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball or shuttle cock. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a game using an overhead serve.</p> <p><b>Application</b> Pass in different ways Consolidate different ways of throwing and catching and know when to use each in a game. Pass a ball with speed and accuracy using appropriate techniques. Show an increasing awareness of space.</p> <p><b>Participation</b> Vary tactics and adapt skills according to what is happening Choose the best tactics for attacking and defending. Devise and adapt rules to create their own games. Have a strong understanding of tactics in team games.</p> <p><b>Evaluation</b> Choose and use criteria to evaluate own and others' performances. Explain why they have used a particular skill and the effect it had on their performance.</p>	<p><b>Skills</b> Throw and catch accurately. Show confidence in using ball skills in various ways and link these together, Perform and apply a variety of skills and techniques confidently, consistently and with precision. 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.</p> <p><b>Application</b> Use skills accurately in a game, when under pressure. Choose and make the best pass in a game situation and link a range of skills together. Demonstrate a good awareness of space. Control movement with a ball in opposed situation</p> <p><b>Participation</b> Explain complicated rules Make a team plan and communicate it to others. Lead others in a game situation. Think ahead and create a plan of attack or defence. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead other during a game. Have a strong understanding of tactics.</p> <p><b>Evaluation</b> Develop an understanding of how to improve in different physical activities and sports. Thoroughly evaluate their own and others work , suggesting thoughtful and appropriate improvements. Catch and pass accurately in competitive games</p>

**Subject Area - Moving in different ways (FSU and KS1) & Athletics (KS1 & KS2)**

Intent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Skills / Knowledge From NC</b></p>	<p><b>Development matters:</b>                      F1                      Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.                      Skip, hop, stand on one leg and hold a pose for a game like musical statues.                      Use large-muscle movements to wave flags and streamers, paint and make marks                      Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.                      Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.                      Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.                      F2                      Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing                      Progress towards a more fluent style of moving, with developing control and grace.                      Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.                      Combine different movements with ease and fluency.                      Develop overall body-strength, balance, co-ordination and agility.                      Further develop the skills they need to manage the school day successfully</p> <p><b>Birth to 5 matters:</b>                      Range 5 (F1)                      Climbs stairs, steps and moves across climbing equipment using alternate feet.                      Maintains balance using hands and body to stabilise                      Walks down steps or slopes whilst carrying a small object, maintaining balance and stability                      - Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles                      Can balance on one foot or in a squat momentarily, shifting body weight to improve stability                      Creates lines and circles pivoting from the shoulder and elbow                      Range 6 (F2)                      Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping                      - Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk                      Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance                      Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles                      Travels with confidence and skill around, under, over and through balancing and climbing equipment                      Begins to use anticlockwise movement and retrace vertical lines</p> <p><b>ELG: Gross Motor Skills Children at the expected level of development will:</b> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><u>Locomotion</u>                      To travel in different ways, showing clear transitions between movements                      Move with control and care.                      To travel in different directions (side to side, up and down) with control and fluency.                      To develop balance, agility and co-ordination.                      Stop on command                      Explore footwork patterns.                      Begin to hurdle small objects.  <u>Running</u>                      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. Change direction when jogging.                      Sprint in a straight line. Change direction when sprinting.                      Maintain control as they change direction when jogging or sprinting.  <u>Jumping</u>                      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. Jump as far as possible. Land safely and with control.                      Work with a partner to develop the control of their jumps.  <u>Throwing</u>                      Throw underarm and overarm.                      Throw a ball towards a target with increasing accuracy.                      Improve the distance they can throw by using more power.  <u>Compete/Perform</u>                      Begin to perform learnt skills with some control. Engage in competitive activities and team games.  <u>Evaluate</u>                      Watch and describe performances. Begin to say how they could improve.</p>	<p><u>Locomotion</u>                      Skip with a rope varying the type of skip.                      Gallop, side gallop                      Hurdle a small obstacle and continuing moving afterwards.  <u>Running</u>                      Run at different paces, describing the different paces.                      Use a variety of different stride lengths.                      Travel at different speeds. Begin to select the most suitable pace and speed for distance.                      Complete an obstacle course.                      Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line.                      Be able to maintain and control a run over different distances.  <u>Jumping</u>                      Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.                      Combine different jumps together with some fluency and control.                      Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances.                      Know that the leg muscles are used when performing a jumping action  <u>Throwing</u>                      Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.  <u>Compete/Perform</u>                      Perform learnt skills with increasing control. Compete against self and others.  <u>Evaluate</u>                      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.                      Sprint 50m                      Run continuously for four minutes                      Land a two footed jump</p>	<p><u>Locomotion</u>                      Link running and jumping activities with some fluency, control and consistency.  <u>Running</u>                      Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique.                      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.                      Begin to develop skills for relay races and baton passes.  <u>Jumping</u>                      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.                      Land safely and with control.  <u>Throwing</u>                      Throw a variety of different objects.                      Throw with greater control and accuracy.                      Show increasing control in their overarm throw. Perform a push throw. (shot put)Continue to develop techniques to throw for increased distance.  <u>Compete/Perform</u>                      Perform learnt skills and techniques with control and confidence.                      Compete against self and others in a controlled manner.                      Compete in mini competitions recording scores.  <u>Evaluate</u>                      Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p><u>Locomotion</u>                      Combine running and jumping activities with improved control.  <u>Running</u>                      Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish.                      Perform a relay, focusing on the baton changeover technique.                      Speed up and slow down smoothly.  <u>Jumping</u>                      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.  <u>Throwing</u>                      Perform a pull throw (javelin)                      Measure the distance of their throws. Continue to develop techniques to throw for increased distance.  <u>Compete/Perform</u>                      Perform and apply skills and techniques with control and accuracy.                      Take part in a range of competitive games and activities.  <u>Evaluate</u>                      Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.                      Modify their use of skills or techniques to achieve a better result.</p> <p>Sprint 100m                      Run continuously for 10 minutes                      Run and jump from one foot to two feet</p>	<p><u>Running</u>                      Accelerate from a variety of starting positions and select their preferred position.                      Identify their reaction times when performing a sprint start.                      Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.  <u>Jumping</u>                      Improve techniques for jumping for distance. Perform an effective standing long jump.                      Perform the standing triple jump with increased confidence.                      Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.                      Land safely and with control.                      Measure the distance and height jumped with accuracy.                      Investigate different jumping techniques  <u>Throwing</u>                      Perform a fling throw (discus).                      Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws.                      Continue to develop techniques to throw for increased distance.  <u>Compete/Perform</u>                      Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.  <u>Evaluate</u>                      Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p><u>Running</u>                      Recap, practise and refine an effective sprinting technique, including reaction time.                      Build up speed quickly for a sprint finish.                      Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.                      Accelerate to pass other competitors.                      Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run.                      Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.  <u>Jumping</u>                      Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump.                      Land safely and with control.                      Develop and improve their techniques for jumping for height and distance and support others in improving their performance.                      Perform and apply different types of jumps in other contexts.                      Set up and lead jumping activities including measuring the jumps with confidence and accuracy.  <u>Throwing</u>                      Perform a heave throw (hammer).                      Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best.                      Develop and refine techniques to throw for accuracy.  <u>Compete/Perform</u>                      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.  <u>Evaluate</u>                      Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.                      Sprint 100m with good technique                      Run competitively in a sprint and distance race                      Combine different jumps such as hop, step, jump</p>

**Subject Area - OAA**

Intent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Skills / Knowledge From NC</b></p> <p>OAA is not a suggested activity in KS1. These activities could be used alongside other areas of learning to develop children's skills.</p>	<p><u>Problem Solving</u> Solve simple problems as part of a team or group.</p> <p><u>Preparation &amp; Organisation</u> Work together before starting to create a plan.</p> <p><u>Communication</u> Work alongside others in a small group. Share simple ideas with others in the group. Support other members of the team.</p> <p><u>Compete and perform</u> Try to complete challenges effectively before other teams.</p> <p><u>Evaluate</u> Begin to say what went well and what could be improved next time.</p>			<p><u>Trails</u> Orientate themselves with increasing confidence and accuracy around a short trail.</p> <p><u>Problem Solving</u> Identify and use effective communication to begin to work as a team. Identify symbols used on a key.</p> <p><u>Preparation &amp; Organisation</u> Begin to choose equipment that is appropriate for an activity.</p> <p><u>Communication</u> Communicate with others.</p> <p><u>Compete and perform</u> Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities.</p> <p><u>Evaluate</u> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p><u>Trails</u> Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge Start to recognise features of an orienteering course.</p> <p><u>Problem Solving</u> 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 key skills required to succeed at each. Associate the meaning of a key in the context of the environment.</p> <p><u>Preparation &amp; Organisation</u> Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.</p> <p><u>Communication</u> Communicate clearly with others. Work as part of a team Begin to use a map to complete an orienteering course.</p> <p><u>Compete and perform</u> 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 course.</p> <p><u>Evaluate</u> Watch, describe and evaluate the effectiveness of a performance giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>	<p><u>Trails</u> Start to orientate themselves with the increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around the trail.</p> <p><u>Problem Solving</u> 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.</p> <p><u>Preparation &amp; Organisation</u> Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course.</p> <p><u>Communication</u> Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.</p> <p><u>Compete and perform</u> 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.</p> <p><u>Evaluate</u> Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p><u>Trails</u> 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. Use navigation equipment (maps, compasses) to improve the trail.</p> <p><u>Problem Solving</u> 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.</p> <p><u>Preparation &amp; Organisation</u> Choose the best equipment for an out door activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.</p> <p><u>Communication</u> Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others.</p> <p><u>Compete and perform</u> 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.</p> <p><u>Evaluate</u> Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

**Subject Area - Swimming**

Intent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills / Knowledge From NC				<p>Develop basic pool safety skills and confidence in water.</p> <p>Develop travel in vertical or horizontal position and introduce floats.</p> <p>Develop push and glides, any kick action on front and back with or without support aids.</p> <p>Develop entry and exit, travel further, float and submerge.</p> <p>Develop balance, link activities and travel further on whole stroke.</p> <p>Show breath control.</p> <p>Tread water.</p> <p>Swim front crawl for 25m.</p> <p>Expected outcomes for all:</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations</p>			

**Subject Area - Skills for learning in PE**

Intent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Skills / Knowledge From NC</b></p>	<p>Begin to recognise equipment which may be dangerous and harmful.</p> <p>Show how to handle equipment for play and activities safely.</p> <p>Development matters: F1 Start taking part in some group activities which they make up for themselves, or in teams. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. F2 Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop the skills they need to manage the school day successfully</p> <p>Birth to 5 matters: Range 5 (F1) Maintains balance using hands and body to stabilise Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Range 6 (F2) Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others: - Demonstrate strength, balance and coordination when playing: - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Work cooperatively with a partner or in a small group. Follow simple instructions. Begin to collect equipment and organise an activity. Know how to carry and place equipment with adult input and supervision. Know how to stay safe in different PE activities.</p>	<p>Work independently, with a partner and small group. Follow a series of simple instructions. Begin to collect and organise more challenging activities. Lift, move and place equipment/apparatus safely following instruction of an adult.</p>	<p>Follow more complex instructions to set up an activity using equipment. Begin to lead small warm up activities in groups.</p> <p>Confidently and safely move equipment.</p>	<p>Begin to work in teams for PE lessons following a sport ed model where all children can show aspects of leadership.</p>	<p>Begin to develop their own activities under instruction of an adult. Continue to develop leadership roles following a sport ed model in lessons. Begin to design their own activities to develop skills and lead these.</p>	<p>Be secure in all roles of the sport ed model. Support others in roles they are less secure in. Design, set up and lead a variety of activities for warm up and skill development. Lead peers and younger pupils in activities.</p>

Subject Area - Fundamental movement skills							
Intent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills / Knowledge From NC	<p><u>Agility &amp; Co-ordination (Locomotion)</u>  Walking, running, jumping, hopping, skipping, galloping  <u>Force, time, flow</u>  Move in different ways - walking, running, jumping, quickly, lowly, like a fairy, like a giant like you are happy, sad, legs apart, legs together, using arms, not using arms.  <u>Level, direction, range</u>  Move in different ways - forwards, backwards, in a circle, zigzag, line, different shapes, like an animal, uphill, downhill, in a small space not touching anyone, on the spot, to music  <u>Objects, people, combinations</u>  Move in different ways - touching the ground, following a leader, in, over, under obstacles, different floor patterns, carrying equipment, forwards, backwards,</p> <p><u>Balance - Static</u>  Landing, body parts, one foot balance, co-operative balance, beam/bench walk, rocking and rolling, dodging  Jump to land and be still - jump forwards, backwards, sideways etc  Balance on lots of different body parts  Balance showing different body positions - wide, narrow etc  Balance for 10/20/30 seconds  Perform balances at different levels  balance on a combination of body parts  Get into balances in different ways  Balance with a partner or a group  Use balances on apparatus  Use equipment whilst balancing - pick up a hoola hoop, pass a ball around, throw and catch a ball with a partner.  Perform balances in unison or cannon.</p> <p><u>Balance - Dynamic</u>  Move in different ways - on a bench, on tip toes, heel to toe, softly/hard,  Walk forwards, backwards, bend down, turn around  Carry equipment, pick up equipment, switch places with a partner.  Dodge to the left and right, forwards and backwards, from high to low and low to high  Dodge left, right, sideways forwards, backwards  Dodge objects and obstacles - rolled ball, thrown ball, around some cones, a person running, a person chasing, through an obstacle course while soft balls are being thrown, combination of activities  Rock and roll in different ways and with different shapes - wide, narrow, straight line, quickly, slowly, on a mat, on a bench, with a partner, with apparatus (hoop, ball), on a slope.</p> <p><u>Co-ordination - Object Control</u>  Vary the force, time and flow of an object.  Change the level direction and range of the object.  Use different objects, with different partners and using different combinations.  Roll a ball in different ways, whilst in different positions and tackling different obstacles.  Catch objects in different ways, that are thrown from different trajectories and in different positions.  Kick a ball in different ways and for different purposes; aim for different targets and avoiding different objects.  Trap objects in different ways and return to a partner.  Bounce a ball or object in different ways.  Throw objects in different ways, from different positions using different types of objects.  Strike different objects in different ways using different equipment, aiming for targets and towards a partner.</p>			<p>Ideally, children should have well developed FMS to enable them to further develop skills in other activities.  Children who are finding elements of activities difficult should be given opportunities to further develop these skills by differentiation in lessons using the STEP procedure (Space, task, equipment, people) or isolated practice to develop these.  The use of #MyPB throughout KS2 and opportunities for multiskills will also further support the children in developing these skills.  These areas should be looked at and built upon when developing sessions for a given cohort.</p>			

**Subject Area - Health and Fitness**

Intent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Skills / Knowledge From NC</b></p>	<p>Recognise that the body changes during exercise. Use simple words and phrases to describe how the body feels after exercise. Children can briefly talk about ways to stay safe when being active.</p> <p>Children begin to understand the importance of healthy eating and exercise.</p> <p><b>ELG: Gross Motor Skills</b> Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Describe how the body feels when still, before, during and after an activity Show how to exercise safely. Know and understand that being active is good for the body and can be fun.</p>	<p>Recognise and describe what their bodies feel like during different paced activities. Understand the basic importance of warm up and cool down. Know and understand that being active is good for the body and can be fun. Begin to suggest some reasons why being active is important.</p>	<p>Recognise and describe the short term effects of exercise on the body during different activities. Explain why it is important to warm-up and cool-down. Begin to understand the importance of suppleness and strength Begin to improve stamina.</p>	<p>Know and describe what an effective warm up and cool down is, and how to do this safely Explain why keeping fit is good for my health. Describes how the body reacts during different types of activity and how this affects the way they perform. Recognise which activities help their speed, strength and stamina and know when they are important in games. Recognise how specific activities/games can affect specific parts of the body. Know, measure and describe the short term effects of exercise on the body</p>	<p>Explain some important safety principles when preparing for exercise. Explain why exercise is important. Choose appropriate warm ups and cool downs. Organise their own warm up and cool down activities, to suit the activity. Show a more in-depth understanding of the importance of warm up/cool down and how to do this safely. Know and understand the basic principles of warming up and why it is important to lead to a good quality performance. Understand and explain why physical activity is good for their health and well-being.</p>	<p>Explain how the body reacts to different kinds of exercise. Explain why we need regular and safe exercise. Understand and talk about why exercise is good for health, fitness and wellbeing and how to become healthier themselves. Take necessary and detailed steps to prepare for exercise, using accurate and appropriate warm up and cool down strategies, independently. Carry out warm up and cool down exercises confidently and accurately supporting all parts of the body. Understand and explain the need to prepare properly for activities/games and to understand that preparation may differ dependent on activity.</p>

		Subject Vocabulary	
		Area Of PE - Dance	
Area of dance	Vocabulary	Definition	Year group
Technique - Dance Actions	Travel	Movement of a person/group of people Could be - run, skip, hop, crawl, walk, creep, slide, shuffle, gallop etc	
	Jump	Push off a surface into the air using both feet Could be - turning, star, tuck, pencil etc	
	Leap	Push off a surface into the air using 1 foot Could be - hop, split leap, stag leap, cat leap etc	
	Turn	Move in a circular direction Could be - spin, roll, pivot, turning jumps, cartwheel etc	
	Gesture	a movement of part of the body, especially a hand or the head, to express an idea or meaning Could be - stamp, wave, punch, reach, nod, shoulder shrug etc	
	Stillness	No movement (or sound) Could be - wait, pause, hold, freeze, suspend	
Technique - Key Physical Skills	Alignment	Correct placement of body	
	Balance	Steady or held position	
	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Co-ordination	Efficient combination of body parts	
	Extension	Lengthening of one or more muscles or limbs	
	Flexibility	Range of movement within joints involving muscles, tendons and ligaments	
	Posture	The way the body is held	
	Stamina	To maintain physical and mental energy over a period of time	
Choreography	Strength	Muscular power	
	Choreography	The art of creating a dance	
	Motif	A phrase of movement that can be developed	
	Repetition	Performing the same action or phrase again	
	Phrase	A short sequence or linked action	
	Sequence	A set of related movements that follow in an order	
	Directions	Where the movement faces	
	Unison	When 2 or more dancers perform at the same time	
	Canon	Performing the same movements one after the other (like a Mexican wave)	
	Stimuli	Inspiration or an idea for movement	
	Formation	Shapes and patterns - this is the shape or pattern the dancers are stood in, lines, circle	
	Levels	Distance from the ground - low, medium, high	
	Space	A dancer's personal space is the area directly around the body, it can also refer to the space area which is used by a group.	
Performance	Movement memory	Ability to remember movement	

	Spatial awareness	Being aware of surroundings	
	Dynamics	Quality of the actions, strength, speed and flow	
	Timing	Use of counts and time	
	Facial Expressions	Showing the mood, feeling and character	
	Focus	Where the dancers are looking	
Evaluation	Strength	What was good about the performance - this should come from the success criteria and use specific vocabulary from above	
	Improvement	What could be done better next time - this should come from the success criteria and use specific vocabulary from above	

		Subject Vocabulary	
		Area Of PE - Gymnastics	
Area of Gymnastics	Vocabulary	Definition	Year group
Technique -	Shape	The shape that the body makes Could be - tuck, pike, straddle, star, straight, stretch, dish, arch, squat, wide, narrow	
	Balance	Steady or held position Could be - standing, kneeling, front support, back support, alone or with a partner,	
	Contrasting partner balance	Doing a different balance to your partner Combine different elements with your partner - high/low, stretched/curled, different shapes	
	Weight partner balances	Once of the partners holds the weight or some of the other partner	
	Counterbalance	Using the weight of both/all people to create a balance The weights balance each other	
	Group formation	The way the group is stood, doing the action or the balance - circle, line, back to back etc	
	Travelling	Movement of a person/group of people Could be - run, skip, hop, walk, gallop, hop, hopscotch, bunny hop, front support walk,	
	Chassis step	step, close feet together and step again.	
	Leap	Push off a surface into the air using 1 foot Could be - hop, split leap, stag leap, cat leap etc	
	Cat leap	Lift of the floor, bend one knee up to the chest and then the other	
	Split leap	A leap forward from one foot to the other, performing the splits position while in the air.	
	Stag leap	A leap made with one leg bent and toes touching the knee of the other leg, which is straight.	
	Turn	Move in a circular direction Could be - spin, roll, pivot, turning jumps, cartwheel etc	
	Pivot	A turn made on the ball of the foot.	
	Roll	Move in a particular direction by turning over and over on an axis	
	Jump	Push off a surface into the air using both feet Could be - turning, star, tuck, pencil etc	
	Lunge	Step forwards with one foot.	
	Hurdle step	A single skip into an aggressive lunge. The hop will occur on the leg that you kick when kicking into handstand.	
	Hurdle to 2 feet	This hurdle does not involve a skip; instead, it is a long low jump from one foot to two.	
	Static balance	Maintaining balance while holding a pose or remaining motionless (balance on one foot)	
Dynamic balance	maintaining balance when in motion, starting, and stopping (balancing while walking on a balance beam)		

	Tense	Holding the body stretched and tight.	
	Relaxed	Holding the body less tight.	
	Stretched	straighten or extend the body or a part of the body to its full length, typically to tighten the muscles or in order to reach something:	
	Curled	Form the body into a curved shape.	
	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Co-ordination	Efficient combination of body parts	
	Extension	Lengthening of one or more muscles or limbs	
	Flexibility	Range of movement within joints involving muscles, tendons and ligaments	
	Posture	The way the body is held	
	Stamina	To maintain physical and mental energy over a period of time	
	Strength	Muscular power	
Routine/sequence	Routine	A sequence of actions that are followed.	
	Sequence	A set of related movements that follow in an order	
	Movement Phrase	A short sequence or linked action	
	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Co-ordination	Efficient combination of body parts	
	Timing	Use of counts and time	
	Repetition	Performing the same action or phrase again	
	Speed	The rate at which someone or something moves	
	Directions	Where the movement faces	
	Unison	When 2 or more dancers perform at the same time	
	Levels	Distance from the ground - low, medium, high	
Performance	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Confidence	The feeling or belief that you can do it.	
	Partner matching	Doing the same action/movement as your partner at the same time.	
	Mirroring	Imitating a partner's actions whilst facing them (could be done back to back as well).	
	Accuracy	Being precise in your actions	
	Precision	Being exact and accurate in movements	
	Movement memory	Ability to remember movement	
	Spatial awareness	Being aware of surroundings	
Evaluation	Strength	What was good about the performance - this should come from the success criteria and use specific vocabulary from above	
	Improvement	What could be done better next time - this should come from the success criteria and use specific vocabulary from above	

		Subject Vocabulary	
		Area Of PE - Invasion Games	
Area of Games	Vocabulary	Definition	Year group
Skill	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Accuracy/ accurate	Successful in reaching the intended target (person, hoop, net etc)	
	Underarm	Throw with the arm or hand below shoulder level	
	Overarm	Throw with the arm or hand above the shoulder	
	Catch	To intercept and hold the object (ball, bean bag etc)	
	Bounce	Rebound a ball or other object off the floor or wall	
	Throw	Propel with force through the air by using the arm and hand	
	Travel	Go from one place to another	
	Direction	The course along which someone or something is moving	
	Co-ordination	Efficient combination of body parts and objects when used	
	Hand eye co- ordination	the way that one's hands and sight work together to be able to do things that require speed and accuracy (such as catching or hitting a ball)	
	Distances	How far it is from one place to another	
	Pass/send	To move the ball or object (to someone else)	
	Trapping	Trapping the ball involves using the feet, thighs or chest to bring the ball to the ground while keeping it in the player's possession. It can include stopping the ball completely or redirecting the ball in a controlled manner.	
	Kick	Strike or propel forcibly with the foot	
	Move	Go in a specified direction or manner; change position	
	Dribbling	Moving the ball around the field by use of the feet, unassisted by other players.	
	Gathering	Collecting things up and putting them in one place	
Confidence	The feeling or belief that you can do it.		
Shoot	Move or cause to move suddenly and rapidly in a particular direction towards a net, goal, place to score.		
Application	Game	An activity which individuals take part in, following some rules, to score points or achieve an objective.	
	Pass	To move the ball or object (to someone else)	
	Player	a person taking part in a sport or game	
	Speeds	The different rates at which someone or something moves	
	Directions	The course along which someone or something is moving	
	Space	An area which is free; there are no other players there	
	Support	Help another member of the same team	
	Problems	Something which has gone wrong and needs resolving	
	Opposition	The members of the other team/s; the people you are playing against	
	Possession	Having the object/s needed to play the game	

	Receive	Getting the ball or object from another player; it may be kicked or thrown to you.	
Participation	Rules	Agreed regulations which must be followed within the game	
	Team game	A game played with groups of players (usually 2 groups, but could be more)	
	Opposition	The members of the other team/s; the people you are playing against	
	Attacking	You or your team, making an attempt to score or progress in the game.	
	Defending	Protecting the goal rather than attempting to score against the opponents, stopping the other team from making progress.	
	Defensive skills	The skills which are used by the individual or team to defend (stop the other team making progress).	
	Marking	To stand near and follow a member of the opposing team to prevent them from getting the ball/object and progressing in the game. Done by the defending team.	
	Defending a space	The defending team players will prevent the opposition getting into a space in the game play area.	
	Dodging	Avoid someone by quick sudden movements.	
	Cooperate	Working together.	
	Team mate	Someone who is playing on the same team as you.	
	Goal/points	The way in which you score in a game. Maybe into a net, bucket, hoop etc	
	Tactics	The plan a team uses to either attack or defend in a game.	
	Invasion game	Any game where the objective is to attack the opposition's territory and score a goal or point	
	Competitive	Playing against each other with the aim of winning	
	Communicate	Speaking or using gestures to make your intentions/tactics known to other members of your team.	
Evaluation	Watch	Look closely at what others are doing.	
	Describe	Give a detailed account in words.	
	Improve/ improvements	Make or become better, give suggestions to be able to do this.	
	Evaluate	Make a judgement on the performance of others; good/bad and why?	
	Differences	Something that is not the same as others	
	Effectiveness	How good the use of the skill is	
	Modify	Change	
	Criteria	An agreed list of things which must be done in order to be successful.	
	Explain	Make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts	

		Subject Vocabulary	
		Area Of PE - Net and Wall & Striking and Fielding Games	
Area of Games	Vocabulary	Definition	Year group
Skill	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Accuracy/ accurate	Successful in reaching the intended target (person, hoop, net etc)	
	Underarm	Throw with the arm or hand below shoulder level	
	Overarm	Throw with the arm or hand above the shoulder	
	Catch	To intercept and hold the object (ball, bean bag etc)	
	Bounce	Rebound a ball or other object off the floor or wall	
	Throw	Propel with force through the air by using the arm and hand	
	Hitting	To cause (something, such as a ball) to move by hitting it forcefully with a bat, racket, etc.	
	Rolling	To move across the ground or another surface by turning over and over	
	Strike/Striking	To hit something in a forceful way	
	Direction	The course along which someone or something is moving	
	Co-ordination	Efficient combination of body parts and objects when used	
	Hand eye co-ordination	the way that one's hands and sight work together to be able to do things that require speed and accuracy (such as catching or hitting a ball)	
	Distances	How far it is from one place to another	
	Pass/send	To move the ball or object (to someone else)	
	Trapping	Trapping the ball involves using the feet, thighs or chest to bring the ball to the ground while keeping it in the player's possession. It can include stopping the ball completely or redirecting the ball in a controlled manner.	
	Receive/Receiving	To get or be given an object	
	Object	The piece of equipment (ball, bean bag etc) being used	
	Return	To send something back to where it needs to go (the object for the game)	
	Gathering	Collecting things up and putting them in one place	
	Confidence	The feeling or belief that you can do it.	
	Fielding	To catch or stop and throw a ball that has been hit by the batting team.	
	Batting	To hit (something, such as a ball) with a bat, club, etc., or with your hand	
Serve/Serving	To throw a ball/object into the air and hit it over a net to start play in tennis, volleyball, etc.		
Rally	An exchange of strokes in a court game such as tennis or volleyball, ending when one side fails to make a good return and resulting in a point or the loss of service		
Shots	an act of hitting or throwing an object to a particular place.		
Stationary	Not moving		
Backhand	Hitting a ball in tennis and similar games in which the back of the hand holding the racket is turned in the direction of the ball		

	Forehand	Hitting a ball in tennis and similar games in which the palm of the hand holding the racket is turned in the direction of the ball	
	Overhead	Above someone's head	
	Bowl	To throw (a ball) to the batsman	
	Precision	The quality of being precise : exactness or accuracy	
Application	Game	An activity which individuals take part in, following some rules, to score points or achieve an objective.	
	Pass	To move the ball or object (to someone else)	
	Player	a person taking part in a sport or game	
	Speeds	The different rates at which someone or something moves	
	Directions	The course along which someone or something is moving	
	Space	An area which is free; there are no other players there	
	Support	Help another member of the same team	
	Problems	Something which has gone wrong and needs resolving	
	Opposition	The members of the other team/s; the people you are playing against	
	Possession	Having the object/s needed to play the game	
	Receive	Getting the ball or object from another player; it may be kicked or thrown to you.	
	Challenge	To test the ability, skill, or strength of (someone or something)	
Participation	Rules	Agreed regulations which must be followed within the game	
	Team game	A game played with groups of players (usually 2 groups, but could be more)	
	Opposition	The members of the other team/s; the people you are playing against	
	Attacking	You or your team, making an attempt to score or progress in the game.	
	Defending	Protecting the goal rather than attempting to score against the opponents, stopping the other team from making progress.	
	Defensive skills	The skills which are used by the individual or team to defend (stop the other team making progress).	
	Fairly	In a way that is right or proper : in a fair way	
	Sporting manner	Done or behaving in a way that treats the other people in a sport or competition fairly	
	Cooperate	Working together.	
	Team mate	Someone who is playing on the same team as you.	
	Goal/points	The way in which you score in a game. Maybe into a net, bucket, hoop etc	
	Tactics	The plan a team uses to either attack or defend in a game.	
	Modified	Changed	
	Competitive	Playing against each other with the aim of winning	
	Communicate	Speaking or using gestures to make your intentions/tactics known to other members of your team.	
	Evaluation	Watch	Look closely at what others are doing.
Describe		Give a detailed account in words.	
Improve/		Make or become better, give suggestions to be able to do this.	

	improvements		
	Evaluate	Make a judgement on the performance of others; good/bad and why?	
	Differences	Something that is not the same as others	
	Effectiveness	How good the use of the skill is	
	Modify	Change	
	Criteria	An agreed list of things which must be done in order to be successful.	
	Explain	Make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts	

		Subject Vocabulary	
		Area Of PE - Moving in different ways & Athletics	
Area of Games	Vocabulary	Definition	Year group
Skill - General	Accuracy/accurate	Successful in reaching the intended target (person, hoop, net etc)	
	Confidence	The feeling or belief that you can do it.	
	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Co-ordination	Efficient combination of body parts and objects when used	
	Direction	The course along which someone or something is moving	
	Distances	How far it is from one place to another	
	Endurance	The ability to withstand stress over prolonged periods of time	
	Gallop	Run fast with both feet off the ground in each stride.	
	Hand eye co-ordination	the way that one's hands and sight work together to be able to do things that require speed and accuracy (such as catching or hitting a ball)	
	Object	The piece of equipment (ball, bean bag etc) being used	
	Precision	The quality of being precise : exactness or accuracy	
	Skip	Move along lightly, stepping from one foot to the other with a hop or bounce	
	Speed	The rate at which someone moves	
	Stamina	The ability to sustain prolonged physical or mental effort	
	Accelerate	Begin to move more quickly	
	Field event	Events that take place on the field and not the track (throwing and jumping)	
	Track event	Events that take place on the track (running, hurdles)	
Running	Crouch start	The body being held in a crouched pose before springing off of the back foot.	
	Standing start	A position used before running where the contender is stood up.	
	Hurdling	A track event that involves running and jumping over obstacles at speed. The obstacles or barriers are known as hurdles.	
	Lead leg	The leg which clears the hurdle first when hurdling.	
	Trail Leg	The leg that follows the lead leg over the hurdle is called the trail leg.	
	Sprinting	Trying to cover a short distance in the fastest possible time	
	Jogging	The activity of running at a steady, gentle pace as a form of physical exercise	
	Pace	Speed in walking, running, or moving	
	Stride length	The distance covered when you take two steps, one with each foot.	
	Relay	A running activity where a team pass on a baton to the next person	
	Sprint finish	The end of a long race in which competitors speed up as they approach the finish line	
	Baton changeover	When one athlete passes the baton to another athlete in their team	
Jumping	Reaction time	The length of time taken for a person or system to respond to a given stimulus or event	
	Flight	The part where an athlete is in the air during a jump	
	Landing	The position and place you are in after a jump	

	Standing vertical jump	A 2 footed jump straight up.	
	Take off phase	The part of a jump where an athlete is preparing to jump	
	Long jump	A field event which involves the athlete running down a track and taking off from a special board trying to get the furthest distance possible before landing in a sand pit.	
	Standing long jump	A two-footed horizontal jump from a standing position.	
	Jump	Push off a surface into the air using both feet	
	Triple jump	Performing a hop, a step, and a jump from a running start:	
Throwing	Throw	Propel with force through the air by using the arm and hand	
	Underarm	Throw with the arm or hand below shoulder level	
	Overarm	Throw with the arm or hand above the shoulder	
	Pull throw	A throwing technique (used for javelin)	
	Push throw	A throwing technique (used for shot put)	
	Fling throw	A throwing technique (used for discuss)	
	Heave throw	lift or haul something heavy with great effort	
Application	Game	An activity which individuals take part in, following some rules, to score points or achieve an objective.	
	Pass	To move the ball or object (to someone else)	
	Player	a person taking part in a sport or game	
	Speeds	The different rates at which someone or something moves	
	Directions	The course along which someone or something is moving	
	Space	An area which is free; there are no other players there	
	Support	Help another member of the same team	
	Problems	Something which has gone wrong and needs resolving	
	Opposition	The members of the other team/s; the people you are playing against	
	Possession	Having the object/s needed to play the game	
	Receive	Getting the ball or object from another player; it may be kicked or thrown to you.	
	Challenge	To test the ability, skill, or strength of (someone or something)	
Participation	Rules	Agreed regulations which must be followed within the game	
	Team game	A game played with groups of players (usually 2 groups, but could be more)	
	Opposition	The members of the other team/s; the people you are playing against	
	Attacking	You or your team, making an attempt to score or progress in the game.	
	Defending	Protecting the goal rather than attempting to score against the opponents, stopping the other team from making progress.	
	Defensive skills	The skills which are used by the individual or team to defend (stop the other team making progress).	
	Fairly	In a way that is right or proper : in a fair way	
	Sporting manner	Done or behaving in a way that treats the other people in a sport or competition fairly	
	Cooperate	Working together.	

	Team mate	Someone who is playing on the same team as you.	
	Goal/points	The way in which you score in a game. Maybe into a net, bucket, hoop etc	
	Tactics	The plan a team uses to either attack or defend in a game.	
	Modified	Changed	
	Competitive	Playing against each other with the aim of winning	
	Communicate	Speaking or using gestures to make your intentions/tactics known to other members of your team.	
Evaluation	Watch	Look closely at what others are doing.	
	Describe	Give a detailed account in words.	
	Improve/ improvements	Make or become better, give suggestions to be able to do this.	
	Evaluate	Make a judgement on the performance of others; good/bad and why?	
	Differences	Something that is not the same as others	
	Effectiveness	How good the use of the skill is	
	Modify	Change	
	Criteria	An agreed list of things which must be done in order to be successful.	
	Explain	Make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts	

		Subject Vocabulary	
		Area Of PE - OAA	
Area of Games	Vocabulary	Definition	Year group
	OAA	OAA stands for Outdoor Adventurous Activities. It usually takes place outdoors and involves: physical activity; adventure and challenge; problem-solving activities; teamwork.	
	Orienteering	an exciting outdoor adventure sport which is similar to a cross-country race, it involves walking or running while navigating around a course, using a detailed map and sometimes a compass.	
Trails & Problem Solving	Accuracy/ accurate	Successful in reaching the intended target (person, hoop, net etc)	
	Confidence	The feeling or belief that you can do it.	
	Orienteering	To discover your position in relation to what is around you	
	Trail	A track or path to follow to controls	
	Orienteering course	An orienteering course is composed of a start point, a series of control points, and a finish point.	
	Navigation Equipment	Objects required for finding the way around the trail - map, compass	
	Challenge	To test the ability, skill, or strength of (someone or something)	
	Map	A diagrammatic representation of an area	
	Compass	An instrument containing a magnetized pointer which shows the direction of magnetic north and bearings from it	
	Effective communication	A communication between two or more persons wherein the intended message is successfully delivered, received and understood.	
	Symbols	A mark or character used as a conventional representation of an object	
	Key	A thing that provides a means of achieving or understanding something (the symbols used on a map).	
	Map styles	Different types of maps used for different purposes; in orienteering it is usually a topographic map.	
	Informed decision		
	Conditional instructions	the child must decide if the instruction relates to them and then, they must follow the instruction as directed, e.g. if you have a brother, do five star jumps.	
	Control point	A marked position used in orienteering. They are located in the competition area and then marked on the orienteering map. The aim is for the orienteer to locate the controls by using the map to find them in the fastest possible time.	
Orienteering map symbols	A set of map symbols used universally and specifically for orienteering. They are also colour specific		
Orienteering a map	Making sure your map is the right way round		
Orienteer	The person taking part in the orienteering		

	Scale	The relative size of objects shown on a map	
	Strategy	A plan or action created for completing a task	
	Symbol	A sign, shape or object to represent something else. Usually used to simplify maps.	
	Boundary	The edge of the space being worked in	
	Check point card	A resource which is taken around and checked off at each checkpoint	
	Compass	A tool used to help navigate	
	Control	What the children are looking for, can be a combination of letters and numbers	
	Course	The route chosen for the controls to be visited	
	Linear	All the controls on the map must be visited in the order shown	
Preparation, organisation & Communication	Informed decision	A decision based on facts or information	
	Plan	An intention or decision about what one is going to do	
	Organise		
	Quickest route	The route to go to all control points in the shortest time possible.	
	Navigate	To follow or find a course	
	Communicate	Speaking or using gestures to make your intentions/tactics known to other members of your team.	
Compete and Perform	Leadership Skills	The strengths and abilities individuals demonstrate that help the oversee processes, guide initiatives and steer their employees toward the achievement of goals.	
	Set period of time	The amount of time given to complete the course	
	Personal performance	How well an individual does	
	Improving completion time	Being able to complete a course in less time than before.	
Evaluation	Watch	Look closely at what others are doing.	
	Describe	Give a detailed account in words.	
	Improve/ improvements	Make or become better, give suggestions to be able to do this.	
	Evaluate	Make a judgement on the performance of others; good/bad and why?	
	Differences	Something that is not the same as others	
	Effectiveness	How good the use of the skill is	
	Modify	Change	
	Criteria	An agreed list of things which must be done in order to be successful.	
	Explain	Make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts	