

Organisation of knowledge	Fundamentals	Ball skills	Games	Gymnastics	Dance
Relevant ELG	<ul style="list-style-type: none"> ✓ ELG: Gross motor skills Negotiate space and obstacles safely, with consideration for themselves and others. ✓ Demonstrate strength, balance and coordination when playing ✓ ELG: Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery ✓ ELG: Self-regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate ✓ ELG: Managing self Explain the reasons for rules, know right from wrong and try to behave accordingly ✓ ELG: Building relationships Work and play cooperatively and take turns with others 		<ul style="list-style-type: none"> ✓ ELG: Gross motor skills Move energetically, such as running, jumping, dancing, hopping, skipping and climbing ✓ ELG: Self-regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate ✓ ELG: Building relationships Work and play cooperatively and take turns with others 		
KS1 readiness objectives	<ul style="list-style-type: none"> ✓ To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. ✓ To use their core muscle strength to achieve a good posture. ✓ To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 	<ul style="list-style-type: none"> ✓ To combine different movements with ease and fluency. ✓ To develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. ✓ To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> ✓ To negotiate space and obstacles safely, with consideration for themselves and others ✓ To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 	<ul style="list-style-type: none"> ✓ To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. ✓ To combine different movements with ease and fluency. 	<ul style="list-style-type: none"> ✓ To use a more fluent style of moving, developing control and grace ✓ To combine different movements

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Real PE Expected: I can complete some yellow challenges.	Unit 1 Footwork coordination and Static Balance	Unit 2 Jumping and Landing and Seated Balance	Unit 3 Stance and Dynamic Balance on a Line	Unit 4 Ball Coordination and Counter-Balance	Unit 5 Coordination Sending and Receiving; Reaction and Response	Unit 6 Ball Chasing and Static Balance
Sport Led	Movement Development	Dance	Working with Others	Fun and Games	Throwing and catching	Ball Skills

By the end of Key Stage One

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- ✓ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- ✓ participate in team games, developing simple tactics for attacking and defending
- ✓ perform dances using simple movement patterns

Overview of Units KS1

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Real PE Expected: I can complete all yellow challenges.	Unit 1 Coordination- Footwork and Static Balance (One leg)	Unit 4 Ball Coordination and Counter-Balance	Unit 2 Jumping and Landing and Seated Balance	Unit 5 Coordination Sending and Receiving and Agility Reaction and Response	Unit 3 Dynamic balance on a line and Static Balance (Stance)	Unit 6 Ball Chasing and Static Balance (floor work)
Sport Led	Handball	Football	Dance	Tennis	Athletics	Rounders

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Real PE Expected: I can complete all green challenges.	Unit 1 Coordination Footwork and Static Balance (One leg)	Unit 4 Ball Coordination and Counter-Balance	Unit 5 Coordination Sending & Receiving and Agility Reaction & Response	Unit 2 Jumping and Landing & Seated Balance	Unit 3 Dynamic Balance on a line and Static Balance (Stance)	Unit 6 Ball Chasing and Static Balance (Floor Work)
Sport Led	Dodgeball	Dance	Tag Rugby	Netball	Swimming	

Units of Work – Knowledge, Skills & Dispositions

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Real PE	<p style="text-align: center;">Unit 1 <i>Footwork coordination and Static Balance</i></p>	<p style="text-align: center;">Unit 2 <i>Jumping and Landing and Seated Balance</i></p>	<p style="text-align: center;">Unit 3 <i>Stance and Dynamic Balance on a Line</i></p>	<p style="text-align: center;">Unit 4 <i>Ball Coordination and Counter Balance</i></p>	<p style="text-align: center;">Unit 5 <i>Coordination Sending and Receiving; Reaction and Response</i></p>	<p style="text-align: center;">Unit 6 <i>Ball Chasing and Static Balance</i></p>
	<ul style="list-style-type: none"> ✓ I can explore footwork and one-leg balance movements. ✓ I can complete some of the yellow I can statements for Y1 Unit 1 (See Long Term Plan Y1). 	<ul style="list-style-type: none"> ✓ I can explore jumping and landing and seated balance movements. ✓ I can complete some of the yellow I can statements for Y1 Unit 1 (See Long Term Plan Y1). 	<ul style="list-style-type: none"> ✓ I can explore dynamic balance on a line and stance movements. ✓ I can complete some of the yellow I can statements for Y1 Unit 1 (See Long Term Plan Y1). 	<ul style="list-style-type: none"> ✓ I can explore ball and counter balance with a partner movements. ✓ I can complete some of the yellow I can statements for Y1 Unit 1 (See Long Term Plan Y1). 	<ul style="list-style-type: none"> ✓ I can explore sending and receiving and reaction and response movements. ✓ I can complete some of the yellow I can statements for Y1 Unit 1 (See Long Term Plan Y1). 	<ul style="list-style-type: none"> ✓ I can explore ball chasing and floor work balance movements. ✓ I can complete some of the yellow I can statements for Y1 Unit 1 (See Long Term Plan Y1).
Sport Led	<p style="text-align: center;">Movement Development</p>	<p style="text-align: center;">Dance</p>	<p style="text-align: center;">Working with Others</p>	<p style="text-align: center;">Fun and Games</p>	<p style="text-align: center;">Throwing and catching</p>	<p style="text-align: center;">Ball Skills</p>
	<ul style="list-style-type: none"> ✓ Travels with confidence and skill in a range of movements when using equipment. ✓ Moves freely and with pleasure and confidence in a range of skilful ways. ✓ Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. ✓ Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. ✓ Shows some understanding towards the effects of activity on their body. 	<ul style="list-style-type: none"> ✓ Explore different movements – keeping good balance and coordination. ✓ Show different emotions, impressions and expressions depending on the stimuli. ✓ Listen to the music and move in time with it. ✓ Work well with a partner, copying and mirroring movements. ✓ Work well with others. ✓ Understand the concept of playing characters and taking on different roles and perform in character to the music. 	<ul style="list-style-type: none"> ✓ Can play in a group. ✓ Keeps play going by responding to what others are saying or doing. ✓ Begins to accept the needs of others and can take turns and share, sometimes with the support of others. ✓ Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. ✓ Evaluating Pupils and Adaptive 	<ul style="list-style-type: none"> ✓ Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. ✓ Begins to accept the needs of others and can take turns and share, sometimes with the support of others. ✓ Moves freely and with pleasure and confidence in a range of skilful ways. ✓ Shows understanding when counting objects to 10 and beginning to count beyond 10. ✓ Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. 	<ul style="list-style-type: none"> ✓ Showing increased control when catching a ball. ✓ Shows increasing control over an object, pushing, passing, throwing, catching or kicking it. ✓ Moves freely and with pleasure and confidence in a range of skilful ways. ✓ Can play fairly in a group. Show the ability to accept the needs of others and can take turns and share resources, sometimes with support from others. ✓ Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment. 	<ul style="list-style-type: none"> ✓ Can play in a group, extending and elaborating play ideas within the group. ✓ Begins to accept the needs of others and can take turns and share, sometimes with the support of others. ✓ Shows increasing control when throwing and catching a large ball. ✓ Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Real PE Expected: I can complete all yellow challenges.	Unit 1 Coordination- Footwork and Static Balance (One leg)	Unit 4 Ball Coordination and Counter Balance	Unit 2 Jumping and Landing and Seated Balance	Unit 5 Coordination Sending and Receiving and Agility Reaction and Response	Unit 3 Dynamic balance on a line and Static Balance (Stance)	Unit 6 Ball Chasing and Static Balance (floor work)
	<p>With minimum wobble, standing foot still, non-standing foot off the floor, I can: stand still for 10 seconds.</p> <p>With good control, balance and smooth movements, I can:</p> <ol style="list-style-type: none"> Side step in both directions. Gallop, leading with either foot. Hop on either foot Skip 	<p>With control and smooth movements, I can:</p> <ol style="list-style-type: none"> Sit and roll a ball along the floor and around body using 2 hands. Sit and roll a ball along the floor around body using 1 hand (right and left) Sit and roll a ball down legs and around upper body using 2 hands Stand and roll a ball up and down legs and round upper body using 2 hands. <p>With co-ordinated movement and balance I can:</p> <ol style="list-style-type: none"> Sit holding hands with toes touching, lean in together, then apart. Sit holding 1 hand with toes touching, lean in together then apart Sit holding hands with toes touching and rock forwards, backwards and side-to-side. 	<p>With accuracy I can jump from 2 feet to 2 feet forwards, backwards and side- to-side with: good take off and height as well as balance and control with a soft landing.</p> <p>In a seated position I can:</p> <ol style="list-style-type: none"> Balance with both hands/ feet down. Balance with 1 hand/ 2 feet down Balance with 2 hands/ 1 foot down Balance with 1 hand/ 1 foot down Balance with 1 hand or 1 foot down Balance with no hands or feet down. <p>I can hold a balance without strain and with control for 10 seconds.</p>	<p>With accuracy and appropriate power, I can:</p> <ol style="list-style-type: none"> Roll ball and collect the rebound. Roll small ball and collect the rebound Throw large ball and catch the rebound with 2 hands. <p>I can adopt a 'ready' position to receive a ball.</p> <p>From 1, 2 and 3 metres and with controlled movement, I can react and catch tennis ball dropped from shoulder height after 1 bounce.</p> <p>I can move my feet to catch a ball rather than stretching.</p>	<p>With smooth movements, balance and with opposite arms and legs moving forwards, I can:</p> <ol style="list-style-type: none"> Walk forwards with fluidity and minimum wobble Walk backwards with fluidity and minimum wobble. <p>I can stand on line with good stance for 10 seconds with both feet facing forward, feet still and control (minimum wobble).</p> <p>I can keep feet a shoulder width apart. I can balls of feet on the line. I can keep back straight and head up.</p>	<p>With control when starting and stopping quickly, I can:</p> <ol style="list-style-type: none"> Roll a ball, chase and collect it in balanced position facing opposite direction. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction. <p>I can take up a good ready position and push off hard.</p> <p>With balance, the correct position held and control when changing position, I can:</p> <ol style="list-style-type: none"> Hold mini-front support position. Reach round and point to ceiling with either hand in mini-front support.
Sport Led	<p>Handball</p> <ul style="list-style-type: none"> Move fluently, changing direction and speed easily and avoiding collisions. Show control of the ball with basic actions – including sending a ball/equipment to a target. Can shoot successfully at a goal or target. Recognise space in games, using it to your advantage, and playing in a safe way. Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent. Identify what skills you need to practice. Can describe what you have done or seen others do. 	<p>Football</p> <ul style="list-style-type: none"> Explore different ways to use and move with a ball. Show control of a ball with basic actions. Send/ pass a ball and successfully catch/stop a ball. Move fluently, changing direction and speed. Develop fundamental movement skills, becoming increasingly confident and competent. Use skills in different ways when playing games. Recognise space in games and use it to your advantage. Describe what you have done, or seen others doing. Describe what it feels like to breath quickly during exercise. 	<p>Dance</p> <ul style="list-style-type: none"> Respond imaginatively to a range of stimuli. Move confidently and safely in your own and general space, using changes of speed, level and direction. Perform movement phrases using a range of different body actions and body parts – with control and accuracy. Create linked movements, combining different ways of travelling, with beginnings, middles and ends. Describe what they have done or seen others doing. Understand why being active and playing games is good for you. 	<p>Tennis</p> <ul style="list-style-type: none"> Engage in cooperative physical activities. Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking a ball. Catch/stop and send/pass a ball – developing technique of throwing and receiving. Understand the concept of moving to get in line with a ball to receive it. Move fluently, changing direction and speed. Describe what you have seen others doing. 	<p>Athletics</p> <ul style="list-style-type: none"> Show good teamwork and sportsmanship when taking part in competitive throwing. Develop the overarm throw technique, throwing accurately towards a target. Practice the underarm throw technique, aiming towards a target showing increased control. Show a basic level of control, coordination & consistency when running. Explore and practice a variety of movements including running, jumping, and throwing techniques. Experiment with different jumping techniques, showing control, coordination, and consistency throughout. Evaluate successful and unsuccessful techniques. Show understanding of the correct running technique. 	<p>Rounders</p> <ul style="list-style-type: none"> Understand and follow simple rules for games and compete in physical activities both against self and against others. Move fluently, changing direction and speed, Show basic control of the ball, including when striking a ball. Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. Apply skills and tactics in simple games, including recognizing space and using it to your advantage.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Real PE Expected: I can complete all green challenges.	Unit 1 Coordination Footwork and Static Balance (One leg)	Unit 4 Ball Coordination and Counter Balance	Unit 5 Coordination Sending & Receiving and Agility Reaction & Response	Unit 2 Jumping and Landing & Seated Balance	Unit 3 Dynamic Balance on a line and Static Balance (Stance)	Unit 6 Ball Chasing and Static Balance (Floor Work)
	<p>With minimum wobble, standing foot still, non-standing foot off the floor, I can:</p> <ol style="list-style-type: none"> Stand still for 30 seconds on both legs. Complete 5 mini squats. <p>With balance, fluid movement and control throughout, I can:</p> <ol style="list-style-type: none"> Combine side-steps with 180° front pivots off either foot Combine side-steps with 180° reverse pivots off either foot Skip with knee and opposite elbow at 90° angle Hopscotch forwards and backwards, hopping on the same leg (right and left). 	<p>With control and smooth movements, I can:</p> <ol style="list-style-type: none"> Sit and roll a ball up and down legs and round upper body using 1 hand. Stand and roll a ball up and down legs and round upper body using 1 hand. <p>With co-ordinated movement and balance I can:</p> <ol style="list-style-type: none"> Hold on and, with a long base, lean back, hold balance and then move back together. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together. 	<p>With accuracy and appropriate power, I can:</p> <ol style="list-style-type: none"> Throw tennis ball, catch rebound with same hand after 1 bounce Throw tennis ball, catch rebound with same hand without a bounce Throw tennis ball, catch rebound with other hand after 1 bounce Throw tennis ball, catch rebound with other hand without a bounce Strike large, soft ball along ground with hand 5 times in a rally. <p>From 1, 2 and 3 metres and with controlled movement, I can react and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.</p> <p>I can start quickly and accelerate by pushing off hard with feet. I can take up ready position with knees bent and feet apart (front to back).</p>	<p>I can:</p> <ol style="list-style-type: none"> Jump from 2 feet to 2 feet with quarter turn in both directions. Stand on a line and jump from 2 feet to 1 foot and freeze on[];landing (on either foot). <p>I can take off well with good height as well as balance and land with control.</p> <p>In a seated position and with both hands and feet off the floor, I can:</p> <ol style="list-style-type: none"> Pick up a cone from one side, swap hands and place it on the other side. Return the cone to the opposite side. <p>I can hold a balance with control and without strain.</p>	<p>With smooth movements, balance and with opposite arms and legs moving forwards, I can:</p> <ol style="list-style-type: none"> Walk fluidly, lifting knees to 90° Walk fluidly, lifting heels to bottom. <p>I can stand on low beam with good stance for 10 seconds with both feet facing forward, feet still and control (minimum wobble).</p> <p>I can keep feet a shoulder width apart and knees bent. I can keep weight on balls of feet. I can keep back straight, head up and look forward.</p>	<p>With control when starting and stopping quickly, I can:</p> <ol style="list-style-type: none"> Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction. <p>With balance, the correct position held and control when changing position, I can:</p> <ol style="list-style-type: none"> Place cone on back and take it off with other hand in mini-front support. Hold mini-back support position. Place cone on tummy and take it off with other hand in mini-back support.
Sport Led	Dodgeball	Dance	Tag Rugby	Netball	Swimming	
	<ul style="list-style-type: none"> ✓ Develop movement skills relevant to games i.e. dodging. ✓ Develop catching and striking skills. ✓ Pass/Send a ball, with increasing control, at different speeds – fast/slow. ✓ Engage in competitive physical games, employing simple tactics. ✓ Develop problem solving and decision-making strategies. ✓ Begin to understand the importance of preparing safely for exercise – warming up. ✓ Describe what you have done, or seen others doing. 	<ul style="list-style-type: none"> ✓ Perform a range of actions and simple movement patterns with control and coordination. ✓ Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas. ✓ Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. ✓ Work individually and with others. ✓ Describe phrases and expressive qualities. Begin to understand the importance of warming up. ✓ Watch and describe a performance accurately and recognise what is successful. 	<ul style="list-style-type: none"> ✓ Develop control and accuracy when throwing and catching a rugby ball. ✓ Successfully beat a defender. ✓ Begin tagging players in game situations. ✓ Begin to understand and develop correct technique of passing the ball. ✓ Develop understanding of tag rugby and participate in small games. ✓ Use simple tactics in game situations. 	<ul style="list-style-type: none"> ✓ Throw and catch the ball with control, and throw the ball in different ways e.g. fast, slow, high, low. ✓ Perform a range of actions with the ball keeping it under control. ✓ React to situations to make it difficult for opponents – using simple tactics. ✓ Show good awareness of others when playing games. Begin to understand the importance of preparing safely and carefully for exercise – warming up/down. ✓ Copy actions and ideas and use the information to improve their skills. 	<ul style="list-style-type: none"> ✓ I can enter and exit the water safely. ✓ I can push and glide from the poolside. ✓ I can float using different body positions with or without an aid. ✓ I can swim a recognised stroke. ✓ I can perform basic survival skills. 	

By the end of Key Stage Two

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- ✓ use running, jumping, throwing and catching in isolation and in combination
- ✓ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- ✓ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ✓ perform dances using a range of movement patterns
- ✓ take part in outdoor and adventurous activity challenges both individually and within a
- ✓ compare their performances with previous ones and demonstrate improvement to achieve their personal best

Overview of Units KS2

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Real PE I can complete some red challenges	Unit 5 Agility Reaction and Response Static Balance Floor Work	Unit 4 Coordination Sending and Receiving Counter Balance with a partner	Unit 1 Gymnastics Travel and Rotation	Unit 1 Coordination Footwork Static Balance	Unit 2 Jumping and Landing Seated Balance	Unit 3 Ball Coordination Dynamic Balance on a line
Sport Led	Swimming	Swimming	Dance	Football	Athletics	Rounders

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Real PE I can complete all red challenges.	Unit 6 Ball Chasing and Static Balance (Stance)	Unit 2 Gymnastics Flight Sequences and Group Sequences	Unit 1 Coordination- footwork & Static Balance (one leg)	Unit 4 Coordination Sending and Receiving and Counter Balance	Unit 5 Reaction and Response & Static Balance	Unit 3 Ball Coordination and Dynamic Balance on a line
Sport Led	Hockey	Dance	Swimming	Swimming	Cricket	Basketball

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Real PE I can complete some blue challenges.	Unit 1 Ball Coordination and Agility Reaction and Response	Unit 1 Gymnastics Balance and Rotation	Unit 6 Sending and Receiving Ball Chasing	Unit 2 Dynamic Balance and counter balance	Unit 5 Jumping and Landing and Static Balance (one leg)	Unit 3 Static Balance (Stance) and Coordination -Footwork
Sport Led	Tag Rugby	Dance	Badminton	Orienteering	Athletics	Rounders

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Real PE I can complete all blue challenges.	Unit 4 Seated Balance and Static Balance	Gymnastics Unit 2 Partner Work on Large Apparatus	Unit 3 Footwork Coordination and Static Balance	Unit 5 Dynamic Balance to Agility and Jumping and Landing	Unit 6 Coordination Sending and Receiving Agility ball chasing	Unit 1 Ball Coordination and Agility Reaction and Response
Sport Led	Hockey	Dance	Netball	Orienteering	Tennis	Cricket

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Real PE I can complete some red challenges (see objectives opposite).</p> <p><i>Note:</i> This progresses in Y4, where children are expected to complete all red challenges.</p>	<p>Unit 5 Agility Reaction and Response Static Balance (Floor Work)</p>	<p>Unit 4 Coordination Sending and receiving Counter Balance with a partner</p>	<p>Gymnastics Unit 1 Travel and Rotation</p>	<p>Unit 1 Coordination Footwork Static Balance (one leg)</p>	<p>Unit 2 Jumping and Landing Seated Balance</p>	<p>Unit 3 Ball Coordination Dynamic Balance on a line</p>
	<p>From 1, 2 and 3 metres and with controlled movement, I can: React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with.</p> <p>I can start quickly and accelerate by pushing off hard with feet and looking forwards. I Take up a ready position with knees bent and feet apart (front to back). I Bend the knee on 'catching leg' and take weight back to enable you to stop quickly (core muscles tight and back straight).</p> <p>With balance, the correct position held and control when changing position, I can: 1. Hold full front support position. 2. Lift 1 arm and point to the ceiling with either hand in front support. 3. Transfer cone on and off back in front support.</p>	<p>With accuracy, good positioning, fluency and rhythm throughout, I can: 1.Strike a ball with alternate hands in a rally 2. Kick a ball with the same foot. 3. Kick a ball with alternate feet. 4. Roll 2 balls alternately using both hands, sending 1 as the other is returning.</p> <p>With co-ordinated movement and balance maintained throughout, I can: 1.Hold on and, with a short base, lean back, hold balance and then move back together 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together 3. Perform above challenges with eyes closed with.</p>	<p>I can perform all 'Tricky' challenges-(floor, partner work and apparatus).</p> <p>Floor: I can slide using opposite arm and leg alternately. I can perform dish and arch rolls with fluency.</p> <p>With hand apparatus I can: 1.Slide holding the apparatus 2.Roll apparatus and skip alongside 3.Rotate apparatus in a gallop/cat leap. 4.Pass apparatus from hand to hand whilst walking/marching.</p> <p>Partner work: I can perform an egg roll under an arch, I can complete a supported 'rock and roll' (with and without a hoop).</p>	<p>With, balance and control/fluent and smooth movements, I can: 1.Hopscotch forwards and backwards, alternating hopping leg each time 2. Move in a 3-step zigzag pattern forwards. 3. Move in a 3-step zigzag pattern backwards.</p> <p>With minimum wobble, standing foot still, non-standing foot off the floor, I can: 1. Stand still for 30 seconds with eyes closed. 2. Complete 5 squats. 3. Complete 5 ankle extensions. (both legs)</p>	<p>With good take off, balance and control on landing, I can: 1.Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction.</p> <p>In a seated position, with feet and hands off the floor throughout, minimum wobble and balance held, I can: 1. Pick up a cone from one side and place it on the other side with same hand. 2. Return it to the opposite side using the other hand. 3. Sit in a dish shape and hold it for 5 seconds.</p>	<p>With controlled, smooth movements, and the ability to consistently complete challenges in both directions, I can: 1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg) 2. Move a ball round waist 17 times. 3. Stand with legs apart and move a ball around alternate legs 16 times. (In 20 seconds or less)</p> <p>With smooth, controlled movements, minimum wobble and balance maintained on the line, I can: 1.March, lifting knees and elbows up to a 90° angle. 2. Walk fluidly with heel to toe landing. 3. Walk fluidly, lifting knees and using heel to toe landing.</p>
<p>Sport Led</p>	<p>Swimming</p>		<p>Dance</p>		<p>Football</p>	
	<ul style="list-style-type: none"> ✓ I know how to behave safely around and in the swimming pool. ✓ I can tread water for 1 minute. ✓ I can use front crawl to swim a length. ✓ I can use breaststroke to swim a length. ✓ I can use backstroke to swim a length. ✓ I can enter the water in a variety of ways. 	<ul style="list-style-type: none"> ✓ Explore and create narratives in response to a stimulus. Show control, accuracy and fluency of movement when performing actions with a partner. ✓ Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. Communicate what you want through your dances and perform with control. Combine actions and maintain the quality of performance when performing at the same time as a partner. Describe and evaluate the effectiveness and quality of a dance. ✓ Collaborate with others. 	<ul style="list-style-type: none"> ✓ Move with a ball keeping it under control. ✓ Perform basic skills needed for games with control and accuracy. ✓ Pass/send a ball with increasing accuracy and at different speeds. ✓ hoot/ score with some success. ✓ Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). ✓ Employ simple tactics in game situations. ✓ Recognise good performance and be able to identify what you need to practice to improve your own performance. ✓ Describe how your body feels when exercising. 	<ul style="list-style-type: none"> ✓ Apply and develop a broad range of athletic skills ✓ Show control, coordination and consistency when running, throwing, and jumping. ✓ Choose the appropriate running speed to meet the demand of the task. ✓ Recognise what they do well and what they find difficult, identifying what they need to practice to improve. ✓ Understand the pace judgement when running over an increased distance. ✓ Understand the link between heart rate and breathing during exercise. 	<ul style="list-style-type: none"> ✓ Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. ✓ Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique. ✓ Intercept and stop the ball consistently. ✓ Work well as part of a team, particularly when fielding to make it harder for the batter. ✓ Identify what you need to practice improving your performance. ✓ Employ simple tactics in games. ✓ Devise a suitable warm up. 	

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Real PE I can complete all red challenges (see objectives opposite).	<p align="center">Unit 6 <i>Ball Chasing and Static Balance (Stance)</i></p> <p>With control when starting and stopping quickly, I can: 1. Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 3. Complete above challenges with tennis ball.</p> <p>I can keep watching the ball and concentrate on timing so that I arrive at the right time.</p> <p>On a line/low beam, with both feet facing forwards and balance maintained throughout, I can: 1. Receive a small force from various angles. 2. Raise alternate feet 5 times. 3. Raise alternate knees 5 times. 4. Catch ball at chest height and throw it back.</p>	<p align="center">Unit 2 Gymnastics <i>Flight Sequences and Group Sequences</i></p> <p>I can perform the following jumps with accurate shapes and soft, balanced landings: ✓ Cat leap ✓ Jeté ✓ Hop with leg at 90° ✓ Scissor</p> <p>I can perform the above jumps using apparatus.</p> <p>Travelling with accurate, fluid movement, I can: ✓ slide on top of bench and under medium table. ✓ crab walk over bench ✓ Slide under large table using alternate arm and leg. ✓ Caterpillar walk along sloped bench</p> <p>I can climb a ladder</p> <p>I can work with a partner, or in a small group to develop above skills into a sequence.</p>	<p align="center">Unit 1 <i>Coordination – footwork/ Static Balance (one leg)</i></p> <p>With, balance and control/fluent and smooth movements, I can: 1. Hopscotch forwards and backwards, alternating hopping leg each time 2. Move in a 3-step zigzag pattern forwards. 3. Move in a 3-step zigzag pattern backwards.</p> <p>With minimum wobble, standing foot still, non-standing foot off the floor, I can: 1. Stand still for 30 seconds with eyes closed. 2. Complete 5 squats. 3. Complete 5 ankle extensions. (both legs)</p>	<p align="center">Unit 4 <i>Coordination Sending and Receiving;/ Counter Balance</i></p> <p>With accuracy, good positioning, fluency and rhythm throughout, I can: 1. Strike a ball with alternate hands in a rally 2. Kick a ball with the same foot. 3. Kick a ball with alternate feet. 4. Roll 2 balls alternately using both hands, sending 1 as the other is returning.</p> <p>With co-ordinated movement and balance maintained throughout, I can: 1. Hold on and, with a short base, lean back, hold balance and then move back together 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together 3. Perform above challenges with eyes closed with.</p>	<p align="center">Unit 5 <i>Agility Reaction and Response/ Static Balance (Floorwork)</i></p> <p>From 1, 2 and 3 metres and with controlled movement, I can: React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with.</p> <p>I can start quickly and accelerate by pushing off hard with feet and looking forwards. I Take up a ready position with knees bent and feet apart (front to back). I Bend the knee on ‘catching leg’ and take weight back to enable you to stop quickly (core muscles tight and back straight).</p> <p>With balance, the correct position held and control when changing position, I can: 1. Hold full front support position. 2. Lift 1 arm and point to the ceiling with either hand in front support. 3. Transfer cone on and off back in front support.</p>	<p align="center">Unit 3 <i>Ball Coordination/ Dynamic Balance on a line</i></p> <p>With controlled, smooth movements, and the ability to consistently complete challenges in both directions, I can: 1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg) 2. Move a ball round waist 17 times. 3. Stand with legs apart and move a ball around alternate legs 16 times. (In 20 seconds or less)</p> <p>With smooth, controlled movements, minimum wobble and balance maintained on the line, I can: 1. March, lifting knees and elbows up to a 90° angle. 2. Walk fluidly with heel to toe landing. 3. Walk fluidly, lifting knees and using heel to toe landing.</p>
	<p align="center">Hockey</p> <ul style="list-style-type: none"> ✓ Move the ball keeping it under control whilst changing direction. ✓ Perform basic skills needed for the games with control and accuracy. Pass, shoot and receive a ball with increasing accuracy, control, and success ✓ Apply basic attacking and defending principles, collaborating with others, and using tactics to keep possession. ✓ Explain simple tactics in game situations. ✓ Recognise what you do well and what you find difficult. ✓ Understand the link between heart rate and breathing when exercising. ✓ Devise suitable warm up. 	<p align="center">Dance</p> <ul style="list-style-type: none"> ✓ Explore and create characters and narratives in response to a range of stimuli. ✓ Perform dances using a range of movement patterns – accurately, fluently, consistently & with control. ✓ Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction. ✓ Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. ✓ Be able to describe your own dance, -Identify what they need to practice to improve their dance. 	<p align="center">Swimming</p> <ul style="list-style-type: none"> ✓ I know how to behave safely around and in the swimming pool. ✓ I can develop my stamina by increasing the distances I swim. ✓ I know how to take breaks whilst swimming over a distance (role on to back for breather). ✓ I can swim in a recognised stroke for up to 25 meters. 		<p align="center">Cricket</p> <ul style="list-style-type: none"> ✓ Show control, coordination and consistency when throwing and catching a ball. ✓ Hit a ball with increasing control from a tee and progress to without a tee. ✓ Take up spaces/positions that make it difficult for the opposition. ✓ Explain the tactics you have used in games. ✓ Communicate, collaborate, and compete with others, following the rules of the game. ✓ Recognise what you do well and what you find difficult and explain good performances. ✓ Chose fielding skills which make it difficult for your opponent. 	<p align="center">Basketball</p> <ul style="list-style-type: none"> ✓ Move the ball keeping it under control whilst changing direction. ✓ Pass, shoot & receive a ball with increasing accuracy, control and success. Pass in different ways. ✓ Find and use space and work well as part of a team. ✓ Use a range of tactics to keep possession of the ball; and explain simple tactics in game situations. ✓ Explain & apply basic attacking and defending principles. ✓ Identify what you need to practice to improve.

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Real PE I can complete some blue challenges.</p> <p>(see objectives opposite).</p> <p>Note: This progresses in Y6, where children are expected to complete all blue challenges.</p>	<p>Unit 1 <i>Gymnastics</i> <i>Balance and Rotation</i></p>	<p>Unit 2 <i>Dynamic Balance on a line/</i> <i>Counter Balance</i></p>	<p>Unit 1 <i>Ball Skills / Agility Reaction</i> <i>and Response</i></p>	<p>Unit 6 <i>Coordination Sending and</i> <i>Receiving/ Ball Chasing</i></p>	<p>Unit 5 <i>Jumping and Landing and</i> <i>Static Balance (one leg)</i></p>	<p>Unit 3 <i>Static Balance (Stance) and</i> <i>Coordination -Footwork</i></p>
	<p>Perform the rotations with balance and control using the hand apparatus:</p> <ol style="list-style-type: none"> One leg pirouette (ribbon snakes) Knee turn (bounce ball) Patter turn (circle rope over head) Circle roll (hoop between feet and hands), <p>Travel with fluency and control using the apparatus in order:</p> <ul style="list-style-type: none"> Walking along bench Step on and off bench Jump onto and off bench Bunny hop from floor onto bench/table <p>In a pair or group, I can develop a sequence that can be performed on benches/low apparatus</p>	<p>With fluidity, minimum wobble and balance maintained on the line, I can:</p> <ol style="list-style-type: none"> Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). Lunge walk forwards, bringing opposite elbow up to a 90° angle. Complete all red challenges with eyes closed. <p>With co-ordinated movement and balance maintained throughout, I can:</p> <ol style="list-style-type: none"> Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. Stand on 1 leg while holding on to partner's opposite foot. 	<p>With controlled, smooth movements, and the ability to consistently complete challenges in both directions, I can:</p> <ol style="list-style-type: none"> Stand with legs apart and move ball in figure of 8 around both legs 12 times. Move ball around waist into figure of 8 around both legs 10 times. Move ball around waist and then around alternate legs 12 times. Stand with legs apart and perform 24 criss-crosses, with and then without a bounce. (in 20 seconds or less) <p>From 1, 2 and 3 metres, with controlled movement, quick reaction and good acceleration, I can:</p> <p>React and step across body, bring hand across body and catch tennis ball after 1 bounce.</p> <p>Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position.</p>	<p>With accuracy, good positioning, fluency and rhythm throughout, I can:</p> <ol style="list-style-type: none"> Alternately throw and catch 2 tennis balls against a wall. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). Throw 2 tennis balls against a wall in a circuit, in both directions. <p>With balance and control and the ability to turn over either shoulder, I can:</p> <ol style="list-style-type: none"> Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction. Perform above challenge with tennis ball. Roll and chase large ball, stopping it with head in front support position facing opposite direction. 	<p>With good take off, balance and control on landing, I can:</p> <ol style="list-style-type: none"> Jump 2 feet to 2 feet forwards, backwards and side-to-side. Hop forward and backwards, freezing on landing. Jump 1 foot to other forwards and backwards, freezing on landing. Hop sideways, raising knee and freezing on landing. Jump 1 foot to other sideways, raising knee and freeze on landing. <p>With stability, smooth, controlled movements and consistent performance, I can:</p> <ol style="list-style-type: none"> Stand still on uneven surface for 30 seconds. Stand still on uneven surface for 30 seconds with eyes closed. Complete 10 squats into ankle extensions with... 4. Complete 5 squats with eyes closed. (On both legs). 	<p>On a line/low beam, with balance maintained throughout, good posture and minimum wobble, I can:</p> <ol style="list-style-type: none"> Raise alternate knees to opposite elbow 5 times. Catch large ball thrown at knee height and above head. Catch large ball thrown away from body. Catch small ball thrown close to and away from body. <p>With fluency, rhythm and movements performed in both directions/on both sides, I can:</p> <ol style="list-style-type: none"> Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.
Sport Led	<p>Orienteering</p> <ul style="list-style-type: none"> Problem Solving - Development of communication, team-work and critical thinking Following a Course - Development of navigational language and skills using temporary course Map Reading Skills - Familiarisation with the school's bespoke maps and key map features. Orienteering - An introduction to orienteering on your school site, using your bespoke course and map Introduce cross curricular learning utilising newly developed orienteering skills Choose relevant cross curricular objectives from Enrich Education planning. 	<p>Dance</p> <ul style="list-style-type: none"> Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus. Use basic compositional principles when creating dances – combining movements fluently and effectively. Perform a range of movements accurately with a sense of rhythm. Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities. Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. Work effectively as part of a team. Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles. 	<p>Badminton</p> <ul style="list-style-type: none"> Able to hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection; height, speed and depth. Improve consistency of shots, noticing longer rallies. Use different racket skills and types of movement during a competitive or cooperative rally. To participate in rallies with and without a racket. Demonstrate skills learnt during the unit when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace. Can demonstrate fast paced movements, fluently changing direction and speed. Understand tactics in badminton, such as aiming into space to beat an opponent. Use these tactics to try win games. 	<p>Tag Rugby</p> <ul style="list-style-type: none"> Increase accuracy and control when passing and catching whilst moving at speed. Participate in competitive games, following the rules and playing fair. Continue to improve different ways to pass – fast, slow, high, low. Begin to understand the importance of lines in tag rugby – both for attack and defence. Use simple tactics in games to achieve success as a team. Understand the defensive duties in tag rugby and the process of tagging. 	<p>Athletics</p> <ul style="list-style-type: none"> Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. Communicate, collaborate, and compete with others. Working effectively as part of a team. Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment. Choose the appropriate speed to run at for the distance to be covered. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles. 	<p>Rounders</p> <ul style="list-style-type: none"> Develop control and technique whilst performing skills at speed. Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. Show good awareness of others in game situations. Work as part of a team, communicating with others and adapting games and activities making sure everyone has a role to play. Begin to bowl at different speeds. Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). Watch and evaluate the success of games and good performance and explain why a performance is good. Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity.

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Real PE I can complete all blue challenges.</p>	<p>Unit 4 <i>Seated Balance and Floor work</i></p> <p>In the correct position, with balance and control maintained throughout, I can:</p> <ol style="list-style-type: none"> 1. Transfer tennis ball on and off back in a front support. 2. Transfer cone on and off tummy in back support. 3. Transfer tennis ball on and off tummy in back support. <p>In a seated position, with feet and hands off the floor throughout, minimum wobble and balance held, I can:</p> <ol style="list-style-type: none"> 1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). 2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). 3. Hold a V-shape with straight arms and legs for 10 seconds. 	<p>Unit 2 <i>Gymnastics Partner Work on Large Apparatus</i></p> <p>I can perform and hold the following balances with good control and body tension:</p> <ul style="list-style-type: none"> ✓ Supported (bunk beds) ✓ Supported variation ✓ Counter balance on two feet ✓ Elevated front support <p>I can perform the following jumps with soft balanced landings, using the apparatus:</p> <ul style="list-style-type: none"> ✓ Straight tuck jump off medium table ✓ Cat spring on and off high table <p>I can create an 8 beat sequence, jumping into different positions.</p>	<p>Unit 3 <i>Static Balance (Stance) and Coordination -Footwork</i></p> <p>On a line/low beam, with balance maintained throughout, good posture and minimum wobble, I can:</p> <ol style="list-style-type: none"> 1. Raise alternate knees to opposite elbow 5 times. 2. Catch large ball thrown at knee height and above head. 3. Catch large ball thrown away from body. 4. Catch small ball thrown close to and away from body. <p>With fluency, rhythm and movements performed in both directions/on both sides, I can:</p> <ol style="list-style-type: none"> 1. Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg. 2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction. 3. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction. 	<p>Unit 5 <i>Jumping and Landing and Static Balance (one leg)</i></p> <p>With good take off, balance and control on landing, I can:</p> <ol style="list-style-type: none"> 1. Jump 2 feet to 2 feet forwards, backwards and side-to-side. 2. Hop forward and backwards, freezing on landing. 3. Jump 1 foot to other forwards and backwards, freezing on landing. 4. Hop sideways, raising knee and freezing on landing. 5. Jump 1 foot to other sideways, raising knee and freeze on landing. <p>With stability, smooth, controlled movements and consistent performance, I can:</p> <ol style="list-style-type: none"> 1. Stand still on uneven surface for 30 seconds. 2. Stand still on uneven surface for 30 seconds with eyes closed. 3. Complete 10 squats into ankle extensions 4. Complete 5 squats with eyes closed. 	<p>Unit 6 <i>Coordination Sending and Receiving/ Ball Chasing</i></p> <p>With accuracy, good positioning, fluency and rhythm throughout, I can:</p> <ol style="list-style-type: none"> 1. Alternately throw and catch 2 tennis balls against a wall. 2. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). 3. Throw 2 tennis balls against a wall in a circuit, in both directions. <p>With balance and control and the ability to turn over either shoulder, I can:</p> <ol style="list-style-type: none"> 1. Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction. 2. Perform above challenge with tennis ball. 3. Roll and chase large ball, stopping it with head in front support position facing opposite direction. 	<p>Unit 1 <i>Ball Skills / Agility Reaction and Response</i></p> <p>With controlled, smooth movements, and the ability to consistently complete challenges in both directions, I can:</p> <ol style="list-style-type: none"> 1. Stand with legs apart and move ball in figure of 8 around both legs 12 times. 2. Move ball around waist into figure of 8 around both legs 10 times. 3. Move ball around waist and then around alternate legs 12 times. 4. Stand with legs apart and perform 24 criss-crosses, with and then without a bounce. (in 20 seconds or less) <p>From 1, 2 and 3 metres, with controlled movement, quick reaction and good acceleration: React and step across body, bring hand across and catch tennis ball after 1 bounce. Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position.</p>
	<p>Sport Led</p>	<p>Hockey</p> <ul style="list-style-type: none"> ✓ Develop control whilst performing skills at speed. ✓ Apply the attacking and defending principles in game situations. ✓ Use different skills to keep possession of a ball as part of a team. ✓ Change speed and direction to get away from a defender ✓ Choose different formations to suit the needs of the game and choose skills that meet the need of the situation. ✓ Identify and evaluate parts of your own game and others. ✓ Understand how physical activity can contribute to a healthy lifestyle. ✓ Understand how muscles work. ✓ Adapt games and activities making sure everyone has a role to play. ✓ Create short warm up routines that follow basic principles. 	<p>Dance</p> <ul style="list-style-type: none"> ✓ Move in a way that reflects the music. ✓ Perform dances in both canon and unison, with clarity and confidence. ✓ Explore and practice movement ideas inspired by a stimulus. ✓ Explore, improvise, and combine movement ideas fluently and effectively. ✓ Perform movements to an audience with rhythm and confidence. ✓ Share ideas in small groups, working together to create a routine incorporating different elements. ✓ Use imagination to develop dances to music and develop expressive qualities. 	<p>Netball</p> <ul style="list-style-type: none"> ✓ Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. ✓ Work effectively as a team. ✓ Use a variety of tactics to keep possession of the ball, applying the principles of attacking. ✓ Use the defending principles in game situations, including marking, tracking & covering, to gain possession. ✓ Recognise and evaluate performances providing constructive feedback. <p>Understand how to improve in different physical activities and sport.</p>	<p>Orienteering</p> <ul style="list-style-type: none"> ✓ Problem Solving - Development of communication, team-work and critical thinking ✓ Following a Course - Development of navigational language and skills using temporary course ✓ Map Reading Skills - Familiarisation with the school's bespoke maps and key map features. ✓ Orienteering - An introduction to orienteering on your school site, using your bespoke course and map ✓ Introduce cross curricular learning utilising newly developed orienteering skills ✓ Choose relevant cross curricular objectives from Enrich Education planning 	<p>Tennis</p> <ul style="list-style-type: none"> ✓ Hit the ball with purpose, varying speed, height & direction. ✓ Direct the ball towards the opponent's court or target area. ✓ Perform skills such as forehand and backhand shots with control and confidence. ✓ Apply the principles of attacking. ✓ Participate in competitive games, modified where appropriate. ✓ Adopt a good ready position and show good position on court. ✓ Explain how your body reacts and feels when taking part in different activities and undertaking different roles. ✓ Evaluate your own success and areas of improvement, as well as others.