

Physical Education Curriculum Progression of Skills and Knowledge



At Westfields Junior School, we aim to provide an engaging and purposeful PE curriculum and sports provision that provides children with the skills to develop healthy lifestyles and become lifelong sportspeople. The skills developed through our curriculum are planned to be progressive across each year group and through a variety of different teaching approaches, all children are able to build on their skills including the development of stamina, agility, coordination, and control. In addition, through PE, we provide opportunities for children to develop values and transferrable life skills such as fairness and respect as well as providing them with opportunities to take part in competitive sport.

The National Curriculum for Physical Education

Years 3 - 6

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 team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

SKILLS	Progression of Skills			
	Year 3	Year 4	Year 5	Year 6
Athletics	<ul style="list-style-type: none"> • Running: develop the sprinting technique and apply it to relay events. • Jumping: develop technique when jumping for distance in a range of approaches and take off positions. 	<ul style="list-style-type: none"> • Running: develop an understanding of speed and pace in relation to distance. • Develop power and speed in the sprinting technique. • Jumping: develop technique when jumping for distance. 	<ul style="list-style-type: none"> • Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. • Jumping: explore technique and rhythm in the triple jump. 	<ul style="list-style-type: none"> • Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. • Jumping: develop power, control and technique in the triple jump.

	<ul style="list-style-type: none"> • Throwing: explore the technique for a pull throw. 	<ul style="list-style-type: none"> • Throwing: explore power and technique when throwing for distance in a pull and heave throw. 	<ul style="list-style-type: none"> • Throwing: Develop technique and power in javelin and shot put. 	<ul style="list-style-type: none"> • Throwing: develop power, control and technique when throwing discus and shot put.
Ball Skills	<ul style="list-style-type: none"> • Sending: send a ball with accuracy and increasing consistency to a target. • Catching: catch a range of objects with increasing consistency. • Tracking: track a ball not sent directly. • Dribbling: dribble a ball with hands and feet with control. 	<ul style="list-style-type: none"> • Sending: demonstrate clear technique when sending a ball under pressure. • Catching: demonstrate good technique under pressure. • Tracking: demonstrate a range of techniques when tracking and collecting a ball. • Dribbling: dribble with some control under pressure. 	<ul style="list-style-type: none"> • Sending: accurately use a range of techniques to send a ball to a target. • Catching: catch different sized objects with increasing consistency with one and two hands. • Tracking: consistently track a ball sent directly and indirectly. • Dribbling: dribble a ball with increasing control and co-ordination. 	<ul style="list-style-type: none"> • Sending: show good technique when sending a ball with increasing control, accuracy and consistency under pressure. • Catching: demonstrate increasing consistency of catching under pressure in a variety of game situations. • Tracking: demonstrate a wider range of techniques when tracking a ball under pressure • Dribbling: dribble consistently using a range of techniques with increasing control under pressure.
Dance	<ul style="list-style-type: none"> • Actions: create actions in response to a stimulus individually and in groups. • Dynamics: use dynamics effectively to express an idea. • Space: use direction to transition between formations. • Relationships: develop an understanding of formations. • Performance: perform short, self-choreographed phrases showing an awareness of timing. 	<ul style="list-style-type: none"> • Actions: respond imaginatively to a range of stimuli related to character and narrative. • Dynamics: change dynamics confidently within a performance to express changes in character. • Space: confidently use changes in level, direction and pathway. • Relationships: use action and reaction to represent an idea. • Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently. 	<ul style="list-style-type: none"> • Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. • Dynamics: confidently use dynamics to express different dance styles. • Space: confidently use direction and patterning to express different dance styles. • Relationships: confidently use formations, canon and unison to express a dance idea. • Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency. 	<ul style="list-style-type: none"> • Actions: show controlled movements which express emotion and feeling. • Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. • Space and relationships: use a variety of compositional principles when creating my own dances. • Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.
Fitness		<ul style="list-style-type: none"> • Agility: show balance when changing direction at speed. • Balance: show control whilst completing activities which challenge balance. • Co-ordination: explore increased speed when co-ordinating my body. 		<ul style="list-style-type: none"> • Agility: change direction with a fluent action and transition smoothly between varying speeds. • Balance: show fluency and control when travelling, landing, stopping and changing direction.

		<ul style="list-style-type: none"> • Speed: demonstrate improved sprinting technique. • Strength: develop building strength in different muscle groups. • Stamina: demonstrate using my breath to maintain my work rate 		<ul style="list-style-type: none"> • Co-ordination: co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. • Speed: adapt running technique to meet the needs of the distance. • Strength: complete body weight exercises for increased repetitions with control and fluency. • Stamina: use my breath to increase my ability to move for sustained periods of time.
Fundamentals	<ul style="list-style-type: none"> • Running: change direction. Show an increase and decrease in speed. • Balancing: demonstrate balance when performing other fundamental skills. • Jumping and hopping: link jumping and hopping actions. • Skipping: jump and turn a skipping rope. 			
Gymnastics	<ul style="list-style-type: none"> • Shapes: explore matching and contrasting shapes. • Balances: explore point and patch balances and transition smoothly into and out of them. • Rolls: develop the straight, barrel, and forward roll. • Jumps: develop stepping into shape jumps with control. 	<ul style="list-style-type: none"> • Shapes: develop the range of shapes I use in my sequences. • Inverted movements: develop strength in bridge and shoulder stand. • Balances: develop control and fluency in individual and partner balances. • Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control. • Jumps: develop control in performing and landing rotation jumps 	<ul style="list-style-type: none"> • Shapes: perform shapes consistently and fluently linked with other gymnastic actions. • Inverted movements: develop bridge and shoulder stand, explore progressions of a cartwheel. • Balances: explore symmetrical and asymmetrical balances. • Rolls: develop control in the straight, barrel, forward, straddle and backward roll. • Jumps: select a range of jumps to include in sequence work. 	<ul style="list-style-type: none"> • Shapes: combine and perform gymnastic shapes more fluently and effectively. • Inverted movements: develop control in progressions of a handstand, cartwheel, bridge and shoulder stand. • Balances: explore counter balance and counter tension. • Rolls: develop fluency and consistency in the straddle, forward and backward roll. • Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.
Invasion Games: Handball, Netball, Basketball,	<ul style="list-style-type: none"> • Sending & receiving: explore sending and receiving abiding by the rules of the game. 	<ul style="list-style-type: none"> • Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch and receive a 	<ul style="list-style-type: none"> • Sending & receiving: develop control when sending and receiving under pressure. • Dribbling: dribble with some control under pressure. 	<ul style="list-style-type: none"> • Sending & receiving: send and receive consistently using a range of techniques with increasing control under pressure.

Football, Rugby and Hockey	<ul style="list-style-type: none"> • Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. • Space: develop using space as a team. • Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. • Defending: develop tracking opponents to limit their scoring opportunities. 	<p>ball with feet/object with increasing success.</p> <ul style="list-style-type: none"> • Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control. • Space: develop moving into space to help my team. • Attacking: change direction to lose an opponent with some success. • Defending: develop defending one on one and begin to intercept. 	<ul style="list-style-type: none"> • Space: explore moving to create space for themselves and others in their team. • Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. • Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands. 	<ul style="list-style-type: none"> • Dribbling: dribble consistently using a range of techniques with increasing control under pressure. • Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. • Attacking: confidently change direction to lose an opponent • Defending: use a variety of defending skills (tracking, interception) in game situations.
Net and Wall Games: Tennis	<ul style="list-style-type: none"> • Shots: explore returning a ball using shots such as the forehand and backhand. • Rallying: explore rallying using a forehand. • Footwork: consistently use and return to the ready position in between shots. 		<ul style="list-style-type: none"> • Shots: develop the range of shots used in a variety of games. • Serving: develop the range of serving techniques appropriate to the game. • Rallying: use a variety of shots to keep a continuous rally. • Footwork: demonstrate effective footwork patterns to move around the court. 	
OAs		<ul style="list-style-type: none"> • Problem solving: plan independently and in small groups, implementing a strategy with increased success. • Navigational skills: identify key symbols on a map and follow a route. • Communication: confidently communicate ideas and listen to others. 	<ul style="list-style-type: none"> • Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks. • Navigational skills: develop navigational skills and map reading in increasingly challenging tasks. • Communication: explore a variety of communication methods with increasing success. 	<ul style="list-style-type: none"> • Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem. • Navigational skills: orientate a map efficiently to navigate around a course with multiple points. • Communication: inclusively communicate with others, share job roles and lead when necessary.
Striking and Fielding: Cricket and Rounders	<ul style="list-style-type: none"> • Striking: begin to strike a bowled ball after a bounce with different equipment. • Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. 	<ul style="list-style-type: none"> • Striking: develop batting technique with a range of equipment. • Fielding: develop bowling with some consistency, abiding by the rules of the game. 	<ul style="list-style-type: none"> • Striking: explore defensive and driving hitting techniques and directional batting. • Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. 	<ul style="list-style-type: none"> • Striking: strike a bowled ball with increasing accuracy and consistency. • Fielding: use a wider range of fielding skills with increasing control under pressure.

	<ul style="list-style-type: none"> • Throwing: use overarm and underarm throwing in game situations. • Catching: catch with some consistency in game situations. 	<ul style="list-style-type: none"> • Throwing: use overarm and underarm throwing with increased consistency in game situations. • Catching: begin to catch with one and two hands with some consistency in game situations 	<ul style="list-style-type: none"> • Throwing: demonstrate good technique when using a variety of throws under pressure. • Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations. 	<ul style="list-style-type: none"> • Throwing: consistently demonstrate good technique in throwing skills under pressure. • Catching: consistently demonstrate good technique in catching skills under pressure
Swimming			<ul style="list-style-type: none"> • Work with confidence in the water. • Explore skills, actions and ideas, including holding breath underwater. • Use a range of strokes, including front crawl, backstroke and breaststroke. • Perform safe self-rescue in different water-based situations. • Swim competently and proficiently with confidence over at least 25 metres. • Improve control and co-ordination in the water. • Evaluate their own swimming to identify what needs improving. • Choose appropriate strokes and equipment based on situations e.g. time or distance pressure. • Demonstrate breath control. 	
Target Games: Dodgeball		<ul style="list-style-type: none"> • Throwing: demonstrate clear technique and accuracy when throwing at a target. • Catching (dodgeball): demonstrate good technique and consistency in catching skills. • Striking: develop a wider range of striking techniques and begin to use them under pressure. 		<ul style="list-style-type: none"> • Throwing: throw with increasing control under pressure. • Catching (dodgeball): catch with increasing control under pressure. • Striking: use a variety of striking techniques with control and under pressure.
Yoga	<ul style="list-style-type: none"> • Balance: demonstrate increased control when in poses. • Flexibility: explore poses and movement in relation to my breath. 		<ul style="list-style-type: none"> • Balance: use my breath to maintain balance within a pose and when transitioning from one pose to another. 	

	<ul style="list-style-type: none"> • Strength: explore balances showing some stability. • Strategy: develop my ability to stay still and keep my focus. 		<ul style="list-style-type: none"> • Flexibility: develop flexibility by connecting movement with breath. • Strength: demonstrate increased control and strength when holding and transitioning between poses. • Strategy: explore methods I can use to control how I feel. 	
--	---	--	--	--

KNOWLEDGE	Progression of Knowledge			
	Year 3	Year 4	Year 5	Year 6
Athletics	<ul style="list-style-type: none"> • Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances. • Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps. • Throwing: know how to transfer my weight in different throws to increase the distance. • Rules: understand and apply rules in a variety of events using official equipment. 	<ul style="list-style-type: none"> • Running: understand that I need to pace myself when running further or for a long period of time. • Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. • Jumping: understand that transferring weight will help me to jump further. • Throwing: understand that transferring weight will help me to throw further. • Rules: know and understand the rules to be able to manage our own events. 	<ul style="list-style-type: none"> • Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. • Jumping: know that if I jump and land quickly it will help me to jump further. • Throwing: understand that the speed of the movement helps to create power. • Rules: know the rules of the event and begin to apply them. 	<ul style="list-style-type: none"> • Running: understand that I need to prepare my body for running and know the muscle groups I will need to use. • Jumping: understand that a run up builds speed and power and enables me to jump further. • Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use. • Rules: understand and apply rules in events that pose an increased risk.
Ball Skills	<ul style="list-style-type: none"> • Sending: know that pointing my hand/foot to my target on release will help me to send a ball accurately. • Catching: know to move my feet to the ball. • Tracking: know that using a ready position will help me to react to the ball. • Dribbling: know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders. 	<ul style="list-style-type: none"> • Sending: know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender. • Catching: know to adjust my hands to the height of the ball. • Tracking: know that tracking a ball is an important skill used in games activities and be able to give examples of this. • Dribbling: know that dribbling with soft hands/touches will help me to keep control. 	<ul style="list-style-type: none"> • Sending: know that controlling a ball before sending it will allow me to send it accurately. • Catching: understand when to use different types of catching. • Tracking: know that tracking a ball will help me to collect/stop/receive it quickly and successfully. • Dribbling: know that dribbling in different directions will help me to lose a defender in game situations 	<ul style="list-style-type: none"> • Sending: understand and make quick decisions about when, how and who to pass to. • Catching: know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball. • Tracking: know how to track a ball for different situations, considering trajectory, speed, height and size of the ball. • Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble

				in basketball to keep the ball away from a defender
Dance	<ul style="list-style-type: none"> • Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. • Dynamics: understand that all actions can be performed differently to help to show effect. • Space: understand that I can use space to help my dance to flow. • Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. • Performance: understand that I can use timing techniques such as canon and unison to create effect. • Strategy: know that if I show sensitivity to the music, my performance will look more complete. 	<ul style="list-style-type: none"> • Actions: understand that some actions are better suited to a certain character, mood or idea than others. • Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others. • Space: understand that space can be used to express a certain character, mood or idea. • Relationships: understand that some relationships are better suited to a certain character, mood or idea than others. • Performance: know that being aware of other performers in my group will help us to move in time. • Strategy: know that I can select from a range of dance techniques to translate my idea. 	<ul style="list-style-type: none"> • Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style. • Dynamics: understand that different dance styles utilise selected dynamics to express mood. • Space: understand that space relates to where my body moves both on the floor and in the air. • Relationships: understand that different dance styles utilise selected relationships to express mood. • Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work. • Strategy: know that if I use dance principles it will help me to express an atmosphere or mood. 	<ul style="list-style-type: none"> • Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent. • Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. • Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea. • Performance: understand how a leader can ensure our dance group performs together. • Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.
Fitness		<ul style="list-style-type: none"> • Agility: know that keeping my elbows bent when changing direction will help me to stay balanced. • Balance: understand that I need to squeeze different muscles to help me to stay balanced in different activities. • Co-ordination: understand that if I begin in a ready position I can react quicker. • Speed: understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. • Strength: understand that strength comes from different 		<ul style="list-style-type: none"> • Agility: understand that agility requires speed, strength, good balance and co-ordination. • Balance: know where and when to apply force to maintain control and balance. • Co-ordination: understand that co-ordination also requires good balance and know how to achieve this. • Speed: know that speed can be improved by training and know which speed to select for the distance. • Strength: understand that I can build up my strength by practicing in my own time.

		<p>muscles and know how I can improve my strength.</p> <ul style="list-style-type: none"> Stamina: understand that I need to pace myself when running further or for a long period of time. 		<ul style="list-style-type: none"> Stamina: know which exercises can develop stamina and understand that it can be improved by training over time.
Fundamentals	<ul style="list-style-type: none"> Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Understand how agility helps us with everyday tasks. Balancing: understand how balance helps us with everyday tasks. Jumping and hopping: know that if I jump and land quickly, it will help me to jump further. Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through. 			
Gymnastics	<ul style="list-style-type: none"> Shapes: understand how to use body tension to make my shapes look better. Balances: understand that I can make my balances look interesting by using different levels. Rolls: understand the safety considerations when performing more difficult rolls. Jumps: understand that I can change the take off and shape of my jumps to make them look interesting. Strategy: know that if I use different levels it will help to make my sequence look interesting. 	<ul style="list-style-type: none"> Shapes: understand how shapes can be used to improve my sequence. Inverted movements: know that inverted movements are actions in which my hips go above my head. Balances: know how to keep myself and others safe when performing partner balances. Rolls: understand that I can keep the shape of my roll using body tension. Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees. Strategy: know that if I use different directions it will help to make my sequence look interesting. 	<ul style="list-style-type: none"> Shapes: understand that shapes underpin all other skills. Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. Balances: understand how to use contrasting balances to make my sequences look interesting. Rolls: understand that I need to work within my own capabilities and this may be different to others. Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. 	<ul style="list-style-type: none"> Shapes: know which shapes to use for each skill. Inverted movements: understand that spreading my weight across a base of support will help me to balance. Balances: know where and when to apply force to maintain control and balance. Rolls: understand that I can use momentum to help me to roll and where that momentum comes from. Jumps: understand that taking off from two feet will give me more height and therefore more time in the air. Strategy: know that if I use changes in formation it will help to make my sequence look interesting.

			<ul style="list-style-type: none"> • Strategy: know that if I use different pathways, it will help to make my sequence look interesting. 	
Invasion Games: Handball, Netball, Basketball, Football, Rugby and Hockey	<ul style="list-style-type: none"> • Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. • Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. • Space: know that by spreading out as a team, we move the defenders away from each other. • Attacking and defending: know my role as an attacker and defender. • Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. • Rules: know the rules of the game and begin to apply them. 	<ul style="list-style-type: none"> • Sending & receiving: know that cushioning a ball will help me to control it when receiving it. • Dribbling: know that protecting the ball as I dribble will help me to maintain possession. • Space: know that moving into space will help my team keep possession and score goals. • Attacking: recognise when to pass and when to shoot. • Defending: know when to mark and when to attempt to win the ball. • Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. • Rules: know and understand the rules to be able to manage our own game. 	<ul style="list-style-type: none"> • Sending & receiving: know that not having a defender between myself and a ball carrier enables me to send and receive with better control. • Dribbling: know that dribbling in different directions will help to lose a defender. • Space: know that by moving to space even if not receiving the ball will create space for a teammate. • Tactics: understand the need for tactics and identify when to use them in different situations. • Rules: understand and apply rules in a variety of invasion games whilst playing and officiating. 	<ul style="list-style-type: none"> • Sending & receiving: understand and make quick decisions about when, how and who to pass to. • Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. • Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. • Tactics: know how to create and apply a tactic for a specific situation or outcome. • Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.
Net and Wall Games: Tennis	<ul style="list-style-type: none"> • Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately. • Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going. • Footwork: know that moving to the middle of my court will enable me to cover the most space. • Tactics: know that using simple tactics will help to achieve an 		<ul style="list-style-type: none"> • Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net. • Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving. • Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going. • Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot. 	

	<p>outcome e.g. if we spread out, we can cover more space.</p> <ul style="list-style-type: none"> Rules: know the rules of the game and begin to apply them. 		<ul style="list-style-type: none"> Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating. 	
OAA		<ul style="list-style-type: none"> Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it. Communication: understand that there are different types of communication and that I can communicate without talking. Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges. Rules: understand the importance of working with integrity. 	<ul style="list-style-type: none"> Problem solving: recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. Navigational skills: use a key to identify objects and locations. Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'. Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve. Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls. 	<ul style="list-style-type: none"> Problem solving: understand that being able to solve problems is an important life skill. Navigational skills: understand why having good navigational skills are important. Communication: know that good communication skills are key to solving problems and working effectively as a team. Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve. Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules
Striking and Fielding: Cricket and Rounders	<ul style="list-style-type: none"> Striking: know that striking to space away from fielders will help me to score. Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw. Catching: know to move my feet to the ball. Tactics: know that using simple tactics will help my team to 	<ul style="list-style-type: none"> Striking: know that using the centre of the bat will provide the most control and accuracy. Fielding: know that it is easier to field a ball that is coming towards me rather than away so set up accordingly. Throwing: know that keeping my elbow high and stepping with my opposite foot will help to increase the power. Catching: know to track the ball as it is thrown to help to improve the consistency of catching. Tactics: know that applying attacking tactics will help to score points and avoid getting 	<ul style="list-style-type: none"> Striking: understand that stance is important to allow me to be balanced as I hit. Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. Throwing: understand where to throw the ball in relation to where a batter is. Catching: understand when to use a close catch technique or deep catch technique. Tactics: understand the need for tactics and identify when to use them in different situations. 	<ul style="list-style-type: none"> Striking: understand that the momentum and power for striking comes from legs as well as arms. Fielding: know which fielding action to apply for the situation. Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. Tactics: understand and apply some tactics in the game as a batter, bowler and fielder.

	<p>achieve an outcome e.g. we will spread out to deny space.</p> <ul style="list-style-type: none"> Rules: know the rules of the game and begin to apply them. 	<p>out. Know that applying defending tactics will help to deny space, get opponents out and limit points.</p> <ul style="list-style-type: none"> Rules: know and understand the rules to be able to manage our own game. 	<ul style="list-style-type: none"> Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating. 	<ul style="list-style-type: none"> Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.
Swimming			<ul style="list-style-type: none"> Know and understand the appropriate strokes and equipment to use based on situations e.g. time or distance pressure. 	
Target Games: Dodgeball		<ul style="list-style-type: none"> Throwing: know to aim low to make it difficult for an opponent to catch. Catching (dodgeball): know to stay towards the back of the court area to give me more time to catch. Striking: know that aligning my body and equipment before striking will help me to be balanced. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of target games whilst playing and officiating. 		<ul style="list-style-type: none"> Throwing: know who to throw at and when to throw in order to get opponents out. Catching (dodgeball): know that I need to make quick decisions on if to catch or if to dodge the ball. Striking: know which skill to select for the situation. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of target games whilst playing and officiating.
Yoga	<ul style="list-style-type: none"> Balance: understand that if I use the whole of the body part in contact with the floor, it will help me to balance. Flexibility: know that if I move as I breathe out, I can stretch a little bit further. Strength: understand that I need to use different body parts and muscles for different poses. Strategy: know that I can use my breath to focus 		<ul style="list-style-type: none"> Balance: understand that I need to ground contact points and spread weight evenly across them to maintain balance. Flexibility: understand that I can improve my flexibility when moving with my breath. Strength: know that different poses will use different muscles to hold them and begin to know names of some muscle groups. Strategy: understand that there are different techniques I can use to control how I feel. 	