



Colby P.E Curriculum



National Curriculum Aims

Key stage 1

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.

Key stage 2

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.

Physical education – key stages 1 and 2 3 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.

	EYFS	Year 1/2 KS1	Year 3/ 4 Lower KS2	Year 5/6 Upper KS2
Tag Rugby	<p>Recognise a rugby ball and how it is different.</p> <p>Know you have to get to the end zone</p> <p>To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Hold a ball in two hands and run with it.</p> <p>Move into space, through cones and change speed.</p> <p>Throw a ball to themselves and catch it.</p> <p>Say what they liked about their own performance.</p> <p>Say what they liked about someone else's performance.</p>	<p>Know that Tag Rugby is a developmental skill to help progression into Rugby.</p> <p>Name 1 rule of Tag Rugby.</p> <p>Know you have to run forwards.</p> <p>Know that tagging stops your opponent from moving.</p> <p>Know you have 3 seconds to pass.</p> <p>Know that you defend in a line.</p> <p>Know how to restart play.</p> <p>Hold a ball in two hands, chest high, elbows tucked in when you run.</p> <p>W for receiving a pass in front of your chest.</p> <p>Hand to the side of the ball and pass from the hips off the side.</p> <p>Know how to sidestep, change direction and change speed.</p> <p>Discuss why a team performed better</p> <p>Explain how you think you could improve your performance</p>	<p>Name at least 3 rules of Tag Rugby and begin to apply them in a small sided game.</p> <p>Know your first movement must be forwards and to not to slow down when approaching contact, always looking for a gap.</p> <p>Know where the imaginary line is between offence and defence and to get back in a line when a tag has been made.</p> <p>Know you have to be onside when you are defending.</p> <p>Know that you have 2 seconds to hand the tag back.</p> <p>Demonstrate the defensive principles required in both 1 v 1 & 2 v 1 situations.</p> <p>Understand the attacker needs players to support them.</p> <p>Find creative solutions to beat a defender in a 1 v 1 situation (feint, dummy).</p> <p>W for receiving a pass.</p> <p>Hand to the side of the ball and pass from the hips off the side and turn shoulders towards the direction of the target.</p> <p>Know to keep eyes on the tag.</p> <p>Pass a rugby ball in a game situation. Receive a pass successfully in a game situation.</p> <p>Begin to offer advice and feedback to improve the performance of self and others.</p>	<p>Apply rules of tag Rugby to successfully referee and keep score in a small sided game.</p> <p>Know that momentum will move the ball when we run and pass.</p> <p>Demonstrate selection & application of skills, tactics and compositional ideas during attack in a Tag Rugby game.</p> <p>Demonstrate the attacking principles to successfully execute a 2 v 1 situation - draw the defender/pop pass/offload)</p> <p>Demonstrate the defensive principles required in both 1 v 1 & 2 v 1 situations.</p> <p>Understanding and perform in a triangle of support when attacking.</p> <p>Know to keep eyes on the tag and tag with the left hand if they go left and right hand if they go right.</p> <p>Know when to time the pass in different circumstances - drawing a defender.</p> <p>Understand the lines and angles of support running.</p> <p>Understand and perform a loop pass, a spin pass and a pop pass.</p> <p>Demonstrate understanding of potential solutions to improve the performance of self and others.</p> <p>Demonstrate ability to offer advice and feedback to improve the performance of self and others.</p>

	EYFS	Year 1/2 KS1	Year 3/ 4 Lower KS2	Year 5/6 Upper KS2
Cricket	<p>To practice some appropriate safety measures without direct supervision.</p> <p>Hit a ball with a bat or racquet.</p> <p>Can roll and follow a rolling ball.</p> <p>To developing hitting skills with a variety of bats</p> <p>Balance a ball on a racket.</p> <p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at/into a target.</p> <p>Catch equipment using two hands.</p> <p>To show increasing control over an object in pushing, patting, throwing and catching it.</p> <p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Know that to score a run a batter has to hit the ball and run to the other end of the pitch.</p> <p>Distinguish between the roles of batters and fielders.</p> <p>Understand the concept of scoring a run by hitting a ball - play in a small game.</p> <p>Strike or hit a ball with increasing control.</p> <p>Think about the position of the body to strike a ball.</p> <p>Begin to strike a ball off a tee.</p> <p>Can roll and follow a rolling ball and begin collecting it with two hands.</p> <p>Practice feeding/rolling/bowling skills.</p> <p>Work in teams to field/retrieve a ball.</p> <p>Throw underarm and overarm variable distances.</p> <p>Practise accurate throwing and consistent catching with a partner and in a game.</p> <p>Watch and describe performances.</p> <p>Explain how you think you could improve your performance</p>	<p>Know the role of the batter, the bowler, the fielder and a wicketkeeper.</p> <p>Know what stumps/wicket/pitch/outfield are.</p> <p>Know how scoring works in Kwik Cricket Know when four or six runs.</p> <p>Can roll and follow a rolling ball and begin collecting it with two hands.</p> <p>Accurately throw underarm/overarm at a target from a stationary position.</p> <p>Successfully stop a ball travelling towards them on the floor.</p> <p>Strike a ball off a tee with accuracy - introduce leg and off side.</p> <p>Strike a ball that has been drop fed to different target areas.</p> <p>Begin to understand the mechanics of bowling overarm - aim into a target area.</p> <p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Know what onside and offside fields are.</p> <p>Know 4 different fielding positions - Mid on, Mid off, Slip, Point</p> <p>Know how scoring works in Kwik Cricket Know when a ball is a no ball, wide, four or six runs. Know the signals for 'no ball', 'out', four and six.</p> <p>Effectively umpire and keep score in a game of Kwik cricket.</p> <p>Can roll and follow a rolling ball and begin collecting it with one hand and release the ball to a fielder or stumps.</p> <p>To invert hands for a high catch and cushion speed of the ball by bringing hands towards the body.</p> <p>Know when and how to play defensive shots forwards and backwards.</p> <p>Know when and how to play a forward/straight drive.</p> <p>Know when and how to play a pull/hook/cut shot.</p> <p>Understand the mechanics of bowling overarm.</p> <p>Begin to bowl with line and length.</p> <p>Demonstrate ability to evaluate the performance of self and others.</p> <p>Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p>

	EYFS	Year 1/2 KS1	Year 3/ 4 Lower KS2	Year 5/6 Upper KS2
<h1 data-bbox="107 167 313 215">Athletics</h1>	<p data-bbox="407 183 636 375">To show understanding of the need for safety when tackling new challenges and consider and manage some risks.</p> <p data-bbox="407 391 636 478">Jump in a range of ways, landing safely.</p> <p data-bbox="407 494 636 558">Roll equipment in different ways.</p> <p data-bbox="407 558 636 630">Throw underarm.</p> <p data-bbox="407 630 636 694">Throw an object at a target.</p> <p data-bbox="407 710 636 821">Control their body when performing a sequence of movements</p> <p data-bbox="407 821 636 893">Participate in simple games</p> <p data-bbox="407 909 636 973">Talk about what they have done.</p> <p data-bbox="407 989 636 1053">Talk about what others have done.</p> <p data-bbox="407 1069 636 1133">Understand that they can beat their score by trying again</p>	<p data-bbox="654 183 1137 247">Begin to select the most suitable pace and speed for distance.</p> <p data-bbox="654 263 1137 327">Run with a basic technique over different distances.</p> <p data-bbox="654 343 1137 406">Show good posture and balance when jogging or sprinting.</p> <p data-bbox="654 422 1137 454">Use a variety of different stride lengths.</p> <p data-bbox="654 470 1137 534">Be able to maintain and control a run over different distances.</p> <p data-bbox="654 550 1137 614">Run with basic techniques following a curved line.</p> <p data-bbox="654 630 1137 750">Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to the same foot or one foot to the opposite foot.</p> <p data-bbox="654 766 1137 829">Jump for distance from a standing position with accuracy and control.</p> <p data-bbox="654 845 1137 909">Know that the leg muscles are used when performing a jumping action.</p> <p data-bbox="654 925 1137 1013">Throw different types of equipment (vortex, tennis ball) in different ways, for accuracy and distance.</p> <p data-bbox="654 1029 1137 1117">Compete against self and others - begin to understand how to improve your performance.</p> <p data-bbox="654 1133 1137 1220">Investigate ways to alter their throwing, running and jumping technique to achieve greater distance and speed.</p> <p data-bbox="654 1236 1137 1268">Understand the word determination.</p>	<p data-bbox="1155 183 1639 247">Identify and demonstrate how different techniques can affect their performance.</p> <p data-bbox="1155 263 1639 327">Understand the importance of adjusting running pace to suit the distance being run.</p> <p data-bbox="1155 343 1639 406">Begin to combine running with jumping over hurdles.</p> <p data-bbox="1155 422 1639 486">Focus on trail leg and lead leg action when running over hurdles.</p> <p data-bbox="1155 502 1639 590">Demonstrate an improved technique for sprinting including developing a sprint finish including arm and leg technique.</p> <p data-bbox="1155 606 1639 670">Perform a relay, focusing on the baton changeover technique.</p> <p data-bbox="1155 686 1639 774">Learn how to combine a hop, step and jump to perform the standing triple jump and land safely and with control.</p> <p data-bbox="1155 790 1639 877">Develop an effective flight phase and take off for the standing long jump including using arms for momentum.</p> <p data-bbox="1155 893 1639 957">Develop skills and techniques to throw Vortex, Javelin, and discuss.</p> <p data-bbox="1155 973 1639 1037">Perform and apply skills and techniques with control and accuracy.</p> <p data-bbox="1155 1053 1639 1117">Take part in a range of competitive games and activities.</p> <p data-bbox="1155 1133 1639 1189">Modify their use of skills or techniques to achieve a better result.</p> <p data-bbox="1155 1189 1639 1252">Develop determination to consistently strive for improvements in their own performance.</p>	<p data-bbox="1668 183 2152 247">Identify and demonstrate stamina, explaining its importance for runners.</p> <p data-bbox="1668 263 2152 351">Accelerate from a variety of starting positions and select their preferred position and practice their reaction time.</p> <p data-bbox="1668 367 2152 462">Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p data-bbox="1668 478 2152 542">Build up speed quickly for a sprint finish and accelerate to pass other competitors.</p> <p data-bbox="1668 558 2152 622">Work as a team to competitively perform a relay.</p> <p data-bbox="1668 638 2152 726">Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p data-bbox="1668 742 2152 829">Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p data-bbox="1668 845 2152 941">Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p data-bbox="1668 957 2152 1021">Develop skills and techniques to throw Vortex, Javelin, Discus, Shot and Hammer.</p> <p data-bbox="1668 1037 2152 1125">Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p data-bbox="1668 1141 2152 1204">Develop determination to consistently strive for improvements in their own performance.</p>

	EYFS	Year 1/2 KS1	Year 3/ 4 Lower KS2	Year 5/6 Upper KS2
Hockey	<p>To show understanding of how to transport and store equipment safely.</p> <p>Hold a Hockey stick safely, below knee height.</p> <p>1 hand at top of stick, one just above end of handle, head up, ball should be close to stick.</p> <p>Dribble the ball carefully in a zone.</p> <p>Push pass the ball to a target.</p> <p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>No lifting stick above knee height, can only use the flat side of the stick</p> <p>Grip on stick.</p> <p>Know 2 rules rules (only use front side of stick, stick to waist height only, no feet etc)</p> <p>Look up when dribbling.</p> <p>1 hand at top of stick, one just above end of handle, head up, ball should be as close to stick as can, top hand is used to move stick, bottom hand is to guide stick</p> <p>Pass to a partner using the inside of the stick.</p> <p>Watch and describe performances.</p> <p>Explain how you think you could improve your performance</p>	<p>Check body stance when push hitting and receiving ball.</p> <p>Perform and know when to 'reverse drag' and 'push pass'</p> <p>Practice an Indian dribble, Forehand dribble and reverse stick dribble</p> <p>Push passing to players using accuracy</p> <p>Receiving of the ball - position and stick control</p> <p>Reverse Pull technique</p> <p>Job Tackle</p> <p>Block tackle</p> <p>Move with the ball on both the open stick and reverse stick side.</p> <p>Shoot at a reduced target for an increased chance of success.</p> <p>Safely demonstrate the required skills to tackle an opponent on the open side.</p> <p>Safely demonstrate the required skills to tackle an opponent on the reverse side.</p> <p>Find creative solutions to beat a defender in a 1 v 1 situation.</p> <p>Demonstrate the attacking principles to successfully execute a 2 v 1 situation.</p> <p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Sweep/slap pass allows you to hit the ball at distance, very hard.</p> <p>Channelling forces the attacking player onto their weaker side and away from goal.</p> <p>Perform and understand the main different dribble techniques and when best to use them (Indian, reverse, forehand)</p> <p>Trapping - Body sideways on, step in with left foot, have stick down close to ground and slide your stick towards ball)</p> <p>Demonstrate selection & application of skills, tactics and compositional ideas during attack and defence in a 4 v 4 Quicksticks game.</p> <p>Perform all passes, dribbles and tackles with increased precision.</p> <p>Demonstrate ability to offer advice and feedback to improve the performance of self and others.</p> <p>Successfully umpire and keep score in a 4 v 4 Quicksticks game.</p>

	YFS	Year 1/2 KS1	Year 3/ 4 Lower KS2	Year 5/6 Upper KS2
Gymnastics	<p>Describe how the body feels when still and when exercising.</p> <p>Create a short sequence of movements.</p> <p>Roll, travel and stretch in different ways with control.</p> <p>Jump and balance in a range of ways from one space to another with control.</p> <p>Move around, under, over, and through different objects and equipment. To jump off an object and land appropriately.</p> <p>Be able to explain what movement they have performed.</p>	<p>Carry and place equipment safely. Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p> <p>Copy and Link actions to make a sequence, including beginning, middle and end.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel and jump in different ways, changing direction and speed with increased care.</p> <p>Carry out simple stretches, balances and jumps carefully, including balancing on points of the body.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Be able to explain what movement they have performed and why.</p>	<p>Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.</p> <p>Choose ideas to compose a movement sequence independently and with others to fit a theme.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed, flight or level.</p> <p>Create interesting body shapes while holding balances with control and confidence and developing good technique.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to show flexibility, clarity, fluency and expression of movement.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Be able to explain what movement they have performed and why.</p> <p>Give advice to self and others on how to improve performance.</p>	<p>Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.</p> <p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Evaluate and analyse why sequences were put together and how they could be adapted to be improved.</p> <p>Give detailed advice to self and others on how to improve performance.</p>

	EYFS	Year 1/2 KS1	Year 3/ 4 Lower KS2	Year 5/6 Upper KS2
Dance	<p><i>Describe how the body feels when still and when exercising.</i></p> <p>Create a short movement phrase which demonstrates their own ideas.</p> <p>To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Change the speed of their actions.</p> <p>Change the style of their movements to express feelings.</p> <p>To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Talk about what they have done. Talk about what others have done.</p>	<p><i>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</i></p> <p>Put a sequence of actions together to create a motif.</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p> <p>Vary the speed of their actions and improve the timing of their actions including to music.</p> <p>Copy and repeat actions and movements.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p> <p>Change the speed and level of their actions.</p> <p>Use different transitions within a dance motif.</p> <p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p><i>Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.</i></p> <p>Perform and create sequences with fluency and expression.</p> <p>Create motifs from different stimuli.</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p><i>Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.</i></p> <p>Link actions to create a complex sequence using a full range of movement.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control and precision linking all movements and ensuring that transitions flow.</p> <p>Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

	EYFS	Year 1/2 KS1	Year 3/ 4 Lower KS2	Year 5/6 Upper KS2
<h1>Teamwork and Leadership Skills</h1>	<p>Know that a team is a group of people.</p> <p>Understand that a team can often achieve more than just 1 person.</p> <p>Identify different teams in different places.</p> <p>Be able to help a friend</p> <p>Tell your idea to others.</p> <p>Listen to your friend</p>	<p>Know that a team is a group of people.</p> <p>Identify different teams in different places.</p> <p>Understand that a team can often achieve more than just 1 person.</p> <p>Listen to a friend's idea.</p> <p>Speak in front of others</p> <p>Respect the opinions of others.</p> <p>Discuss with your team how to improve their performance.</p>	<p>Understand the difference between Leading and working in a team.</p> <p>Begin to understand their strengths and weaknesses.</p> <p>Identify different teams in different places and how they interact differently within the group.</p> <p>Understand that a team can often achieve more than just 1 person.</p> <p>Speak with increased confidence in front of others</p> <p>Look for more than one way to solve a problem.</p> <p>Begging to discuss tactics with team mates.</p> <p>Give clear instructions to a small group.</p> <p>respect the opinions of others whilst sharing your own opinion.</p> <p>Discuss with your team how to improve their performance.</p>	<p>Understand the difference between Leading and working in a team</p> <p>Know the role they are more suited driven by their perceived strengths and weaknesses.</p> <p>Know that people within teams interact differently depending on the context of the team.</p> <p>Understand that a team can often achieve more than just 1 person.</p> <p>Be able to disagree with a teammate but still work productively</p> <p>Become increasingly adept at problem solving.</p> <p>Be more aware of tactics and how they can influence a game.</p> <p>respect the opinions of others whilst sharing your own opinion.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

	EYFS	Year 1/2 KS1	Year 3/ 4 Lower KS2	Year 5/6 Upper KS2
<h1>Health and Fitness</h1>	<p>Describe how the body feels when still and when exercising.</p> <p>Understand the heart and lungs act differently during exercise.</p> <p>Feel your heart beating after exercise.</p> <p>Talk about what they have done. Talk about what others have done.</p>	<p>Describe how the body feels before, during and after exercise.</p> <p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain why they need to stay healthy.</p> <p>Think of an activity that will have an effect on a set of muscles.</p> <p>Feel your heart is beating faster after exercise.</p> <p>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p> <p>Know the different areas we need to warm up - cardio, legs, arms, core.</p> <p>Describe how the body reacts at different times and how this affects performance.</p> <p>Think of an activity that will have an effect on a set of muscles.</p> <p>Design a set of exercises to form a short workout.</p> <p>Take pulse and record how it changes during exercise.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Watch and describe performances, and use what they see to improve their own performance.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively working each of the following body areas - cardio, legs, arms, core.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p> <p>Design a fitness programme that works at least three different muscle groups.</p> <p>Take your pulse accurately and record it over time.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

	EYFS	Year 1/2 KS1	Year 3/ 4 Lower KS2	Year 5/6 Upper KS2
Fieldwork and Orienteering	<p>Identify a map.</p> <p>Recognise places in a picture.</p> <p>Describe the places they can see around them.</p> <p>Describe how places are different to each other(characteristics)</p> <p>Use a drawing to locate objects in a specific area.</p> <p>Discuss in pairs or small groups what they can see on a map.</p>	<p>Understand the concept of a basic map.</p> <p>Use a map to identify places in a familiar setting (school)</p> <p>Use a map to find the place they live in.</p> <p>Use directional language (near and far; left and right, backwards and forwards.</p> <p>Recognise landmarks and human and physical features</p> <p>Discuss in pairs or small groups what they can see on a map.</p> <p>Give advice when competing as an orientation task.</p>	<p>Understand the concept of a basic map.</p> <p>Understand the term 'orientate or 'setting' a map.</p> <p>Begin to understand the points of a compass. Know N, S, E and W.</p> <p>Know that there are grids on a map and they are used to help us locate things or positions.</p> <p>Create a short trail for others including a physical challenge.</p> <p>Can sketch maps of simple outside areas and use the correct symbols to represent features</p> <p>Can find North from a compass.</p> <p>Identify symbols on a key.</p> <p>Can understand and use a compass to navigate.</p> <p>Can use a compass to show a basic understanding of maps.</p> <p>Record information accurately and neatly</p> <p>Watch, evaluate and analyse the effectiveness of performances and give opinions for improvements.</p>	<p>Understand how to make route choice decisions.</p> <p>Understand and use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps)</p> <p>Set, read and follow a bearing</p> <p>Be able to take a bearing from a map and use that bearing to find a control point</p> <p>Measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control</p> <p>Demonstrate effective use of orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around a score (scatter) orienteering course</p> <p>Can use pacing to prepare simple maps for others to follow.</p> <p>Use pacing and compass skills to follow basic maps devised by others.</p> <p>Design an orienteering course for others.</p> <p>Can work as part of a team to implement creative solutions to problems.</p> <p>Compare and evaluate the best route between two places, giving opinions on how to improve a course between the two.</p>

	EYFS	Year 1/2 KS1	Year 3/ 4 Lower KS2	Year 5/6 Upper KS2
Dodgebal	<p>Show an understanding of the dodgeball court. Two halves.</p> <p>Show an understanding that you have to dodge the ball.</p> <p>Catch a Dodgeball</p> <p>Dodge a dodgeball</p> <p>Deflect a dodgeball</p> <p>Talk to a friend about their performance and how it went.</p>	<p>Show an understanding of the court and the rules of dodgeball, including the dead zone.</p> <p>Underarm throw a Dodgeball effectively and accurately in a mini game.</p> <p>Overarm throw a Dodgeball effectively and accurately in a mini game.</p> <p>Catch a low Dodgeball</p> <p>Catch a chest high Dodgeball</p> <p>Develop a technique to dodge a low travelling ball.</p> <p>Develop a technique to dodge a ball travelling at chest height.</p> <p>Show understanding and ability to deflect a Dodgeball effectively</p> <p>Explain how they think a friend has performed and offer some advice.</p>	<p>Develop an understanding of the court and the rules of dodgeball, including the dead zone.</p> <p>Underarm throw a Dodgeball effectively and accurately in a game scenario.</p> <p>Overarm throw a Dodgeball effectively and accurately in a game scenario.</p> <p>Catch a low Dodgeball effectively in a game scenario</p> <p>Catch a chest high Dodgeball effectively in a game scenario.</p> <p>Perform a Snatch Throw effectively and accurately in a game scenario.</p> <p>Show effective technique to dodge a low travelling ball.</p> <p>Show effective technique to dodge a ball travelling at chest height.</p> <p>Show understanding and ability to deflect a Dodgeball effectively</p> <p>Demonstrate selection & application of skills, tactics and compositional ideas during attack and defence in a Dodgeball game.</p> <p>Demonstrate ability to offer advice and feedback to improve the performance of self and others.</p>	<p>Demonstrate understanding of defensive principles in conditioned, small-sided games.</p> <p>Demonstrate understanding of the court and the rules of dodgeball, including the dead zone.</p> <p>Throw whilst running and jumping.</p> <p>Catch whilst running and jumping.</p> <p>Demonstrate selection & application of skills, tactics and compositional ideas during attack and defence in a Dodgeball game.</p> <p>Demonstrate ability to evaluate the performance of self and others, including identifying when you are out.</p> <p>Demonstrate ability to offer advice and feedback to improve the performance of self and others.</p> <p>Successfully referee and keep score in a game of Dodgeball.</p>