

Physical Education

Government Guidelines

Physical education (PE) is a compulsory part of the curriculum for all pupils at every Key Stage, from age four to 16. It is up to schools to determine how much time is devoted to PE in the curriculum but departmental guidance recommends that they should provide pupils with a minimum of two hours curricular PE per week.

The minimum content for each Key Stage is as follows:

- Foundation and Key Stage 1 - athletics, dance, games, and gymnastics
- Key Stage 2 - athletics, dance, games, gymnastics and swimming

- Department for Education website 2020

Here at Richard Avenue we follow these guidelines and timetable there to be two hours of curricular PE per year group per week, wherever possible, for Years 1–6. Where two hours is occasionally not possible, we have Active Playground provisions in place to encourage children to get at least 45-60 minutes of physical activity each day. Active In terms of EYFS, Nursery have continuous outdoor and sport related provisions to access. This is done both on a child-led and adult-led basis where different skills using equipment are practiced. Reception have one timetabled hour for PE per week and follow Medium Term Plans. They also have outdoor and sport related provision for the children to access, again this can be both child-led or adult-led. Both year groups participate in Sports Day events at the

Intent

At Richard Avenue we have a planned sequence of lessons to help teachers ensure they have progressively covered the requirements of the PE National Curriculum. We have tried to ensure that children have a varied and well mapped out PE curriculum which entices **curiosity** of the subject. There have also been many opportunities seized to incorporate the idea of **global/cultural sports**. The planned curriculum provides the opportunity for progression across the full breadth of the PE National Curriculum for KS1 and KS2 and gives opportunities for both indoor and outdoor PE. This progression is identified on our PE Skills Progression document and has been consulted carefully when modifying the Medium Term Plans for PE. In Reception and Year 1 particularly, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in subsequent years, when they are applied in specific sports or games. At Richard Avenue, it is our intention to develop a lifelong love of physical activity, sport and PE in our pupils. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork, building upon a sense of **community**. PE ties in very closely with our strong focus in school on Wellbeing and healthy lifestyles. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete, perform and evaluate themselves and others. We also encourage our pupils to discuss their strengths and weaknesses and constructively comment on the skills of their peers. These elements are identified both in lesson plans and on progression maps. All lessons can be differentiated which helps to ensure that learning is as tailored and inclusive as possible. It is also our intention to ensure that every child has access to at least 45-60 minutes of physical activity every day. Wherever this is not possible to be done in curriculum time, we highly encourage pupils to take part in the Active Playground activities and, as a team, we are always on hand to offer suggestions to pupils on how they can achieve this level of activity in their day.

Implementation

The lesson plans we use aim to ensure that all teachers are equipped with the secure subject knowledge required to deliver high-quality teaching and learning opportunities for all areas of the PE National Curriculum. Vocabulary, skills cards and our Skills Progression document aim to support teachers in their subject knowledge, allowing them to share technical vocabulary and skills clearly, confidently and concisely. This opens up many opportunities for **communication** between staff and children and also to spark the curiosity of our pupils. Our overarching aim is for teachers to have the knowledge and skills they need to feel confident in teaching all areas of PE, regardless of their main areas of expertise. We also greatly encourage the use of pupils within the lesson to demonstrate and perform skills, not only for brilliant examples, but also to build their confidence. Our plans include a wide variety of warm up games which often build in the skills of each unit. Their aim is to raise heart rate and grab the pupil's attention, engaging them right from the start of each lesson. The sequences of lessons have been planned alongside the PE Skills Progression document to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning and personal strengths or weaknesses are always considered and opportunities for revision and practise are built into lessons. This revision of skills becomes part of good practice and ultimately helps build depth to the children's knowledge, skills and understanding in PE. Interwoven into the teaching sequences are many opportunities for assessment questions. We believe this will allow teachers to assess the different levels of understanding at various points in the lesson and also allow time to recap concepts where necessary, helping to embed learning. We believe it is also beneficial for children to be able to discuss their own performances or the performances of others on a regular basis. This can also be used as a tool for the teacher to conduct summative assessment on pupils as the lesson sequences progress, therefore they can gauge how quickly to move skills on, where to hold back or individual pupils who may need more challenge. At Richard Avenue we also encourage our children to aim high with Physical Education. We take part in a wide variety of Sport competitions outside of school and encourage pupils who show enjoyment and talent in sports to take part.

Impact

Each Medium Term plan can be linked to the PE Skills Progression document to ensure that learners are **curious** and develop their knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content. Some of the Medium Term Plans are themed with cross-curricular links to other subjects and topics, where possible. This helps to make the learning memorable, allowing **global links** to be made and ultimately creating a higher level of engagement and understanding. Attainment and progress is monitored on a regular basis by the class teacher, through detailed Q&A sessions and from the pupil's own assessment of themselves. Summative assessment and teacher input will also help with the engagement and success in outside sporting competitions. The high quality and consistent approach to PE teaching that we are implementing at Richard Avenue, should significantly improve attainment in knowledge and skills in PE. We hope to continue to increase the profile of sport, PE and physical activity across the school. With technical PE vocabulary spoken and used by all learners in every lesson, the learning environment will be more consistent across key stages. Pupils will also be more aware of the effects and benefits that exercise has on your body and also on your general wellbeing.

Richard Avenue Primary School

Long Term Plan – PE

	<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<i>Rec.</i>	Basic Moves (Aut I) Gymnastics/Dance part 1 (Aut II)	Dance part 2 (Spr I) Small Ball Skills (Spr II)	Athletics (Sum I) Games (Sum II) Extra: Sports Day practise (Sum II)
<i>Year 1</i>	Basic Moves (Aut I) British Dance (Aut II)	Gymnastics (Spr I) Large Ball Skills (Spr II) African Dance (Spr II)	Games inc. ball skills (Sum I) Athletics (Sum II) Extra: Sports Day practise (Sum II)
<i>Year 2</i>	Ball Skills (Aut I) Gymnastics (Aut II)	Scottish Dance (Spr I) Games Skills (Spr II)	Striking & Fielding games (Sum I) Athletics (Sum II) Extra: Sports Day practise (Sum II)
<i>Year 3</i>	Large Ball Skills (Aut I) Gymnastics (Aut II)	Stomp Dancing (Spr I) Bat and Ball Skills/Tennis (Spr II)	Striking & Fielding games (Sum I) Athletics (Sum II) Extra: Sports Day practise (Sum II)
<i>Year 4</i>	Skipping Festival Training		Skipping Festival (continued)
	Basketball/Netball (Aut I) Gymnastics (Aut II)	Line Dancing (Spr I) Tennis (Spr II)	Hockey (Sum I) Rounders (Sum I) Athletics (Sum II) Extra: Sports Day practise (Sum II)
<i>Year 5</i>	Swimming		
	Football/ Rugby (Aut I) Netball (Aut I) Gymnastics (Aut II)	Fitness (Spr I) Hakka Dancing (Spring I) Hockey (Spr II) Basketball (Spr II)	Cricket (Sum I) Athletics (Sum I) Badminton/Tennis (Sum II) Extra: Sports Day practise (Sum II)
<i>Year 6</i>	Netball (Aut I) Orienteering (Aut I) Gymnastics (AutII)	Street Dance (Spr I) Basketball (Spr I) Football/Rugby (Spr II) Hockey (Spr II)	Cricket (Sum I) Rounders (Sum I) Athletics (Sum II) Badminton/Tennis (Sum II) Extra: Sports Day practise (Sum II)

Date:2020

All year groups cover: Gymnastic skills, Ball skills, Game skills, Dance , Athletic skills (all in a progressive manner- recapping and refining/building upon skills throughout each year) All year groups to complete Sports Day practise in Summer II to prepare for different races.

PE Skills Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
General impact and effects of exercise	Describe in a basic manner how the body feels when still and when exercising.	Describe in a developing manner how the body feels before, during and after exercise.	Recognise and describe with more detail how the body feels during and after different physical activities.	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.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	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.
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Competing, performing or demonstrating for others...	In basic moves, dance and gymnastics... Control body when performing a sequence of movements In games and Athletics ... Participate in simple games.	In basic moves, dance and gymnastics... Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. In games and Athletics... Engage in competitive activities and team games.	In dance and gymnastics... Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. In games and Athletics ... Compete against self and others	In dance and gymnastics... Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. In games and Athletics ... Compete against self and others in a controlled manner.	In dance and gymnastics... Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. In games and Athletics ... Take part in a range of competitive games and activities.	In dance and gymnastics... Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. In games and Athletics ... Take part in competitive games with a strong understanding of tactics and composition.	In dance and gymnastics... Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. In orienteering... Complete courses on multiple occasions, gaining knowledge and speed on each attempt. Listen to feedback from others and attempt to improve performance based on it.

							In games and Athletics ... Take part in competitive games with a strong understanding of tactics and composition.
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating performance and execution of skills (across all units)	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	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.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance	Thoroughly evaluate their own and others' work and suggest thoughtful and constructive improvements. Offer detailed and effective evaluation with the intent of increasing challenge and improving performance.
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics (inc. basic movement for Rec and Y1)	Learn to travel in their own space at a variety of paces. Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment. Control my body when performing a	Develop methods of travelling and begin to refine. Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care. Perform sequences of their own composition	Choose ideas to create a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body	Use an increasing range of actions, directions and levels in their sequences (with a theme if appropriate). Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their	Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control.

	sequence of movements.	safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	with coordination. Perform learnt skills with increasing control.	shapes while holding balances with control and confidence. Begin to show flexibility in movements. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances. Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences	Develop strength, technique and flexibility throughout performances
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions	Begin to improvise with a partner to create a simple dance in a set style. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move

					self-evaluation. Use simple dance vocabulary when comparing and improving work.	across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	Run in different ways for a variety of purposes. Jump in a range of ways, landing safely. Roll equipment in different ways. Throw	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover	Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to	Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency,

	<p>underarm. Throw an object at a target.</p>	<p>direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting. Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.</p>	<p>and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action. Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate</p>	<p>technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run. Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.</p>	<p>technique. Speed up and slow down smoothly. Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.</p>	<p>practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners. Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques. Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to</p>	<p>focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>
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			ways to alter their throwing technique to achieve greater distance.			throw for increased distance.	Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	Hit a ball with a bat or racquet. Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Kick an object at a target Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Play a range of chasing games. Follow simple rules.	Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player in a game. Use kicking skills in a game. Use different ways of travelling in different directions or pathways. Run at different	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways. Use different ways of travelling at different	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl. Move with the ball in a variety of ways with	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Develop different ways of throwing and catching. Move with the ball using a range of techniques showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve. Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Throw and catch accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Keep and win back possession of the ball effectively and in a

		<p>speeds. Begin to use space in a game. Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.</p>	<p>speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p>	<p>some control. Use two different ways of moving with a ball in a game. Pass the ball in two different ways in a game situation with some success. Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.</p>	<p>Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. Vary the tactics they use in a game. Adapt rules to alter games</p>	<p>Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.</p>	<p>variety of ways in a team game. Demonstrate a good awareness of space. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.</p>
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outdoor Adventure activities							<p>Orientate themselves with accuracy and confidence around an orienteering course when under pressure. Design an orienteering course with the intent of challenging others. Use navigation equipment (maps and compasses) to extend their trails.</p>

							<p>Choose the best equipment for each task appropriately. Use clear communication effectively and in a team setting Complete activities both independently and as part of a team Use a range of map styles and make informed decisions on most effective routes.</p>
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