

Meridian Primary Physical Education Progression of Skills

Meridian Primary School recognises the vital contribution of physical education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. Participating in sporting and games activities throughout and after the school day encourages our children to develop healthy, active lifestyles and promotes physical, social, emotional, and mental well-being. Our main resource for PE planning is the Cambridgeshire County Council Scheme of Work for Physical Education, which we follow, adapting as necessary for our children.

Aims and Objectives of our P.E. curriculum:

At Meridian, we believe physical education gives our children the opportunity to embody our school's values (confidence, courtesy, responsibility and adventure). Physical Education is the aspect of the national curriculum concerned with the development of physical skills, knowledge and understanding in games, gymnastics, dance, outdoor and adventurous activities and swimming. Our lessons and extra-curricular provision aim to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities.

Meridian sportspeople will become physically able, cognitively able, socially able and will have a comprehensive understanding of how and why it is important to maintain a healthy, active lifestyle. These contexts provide the basis for our school's bespoke assessment system.

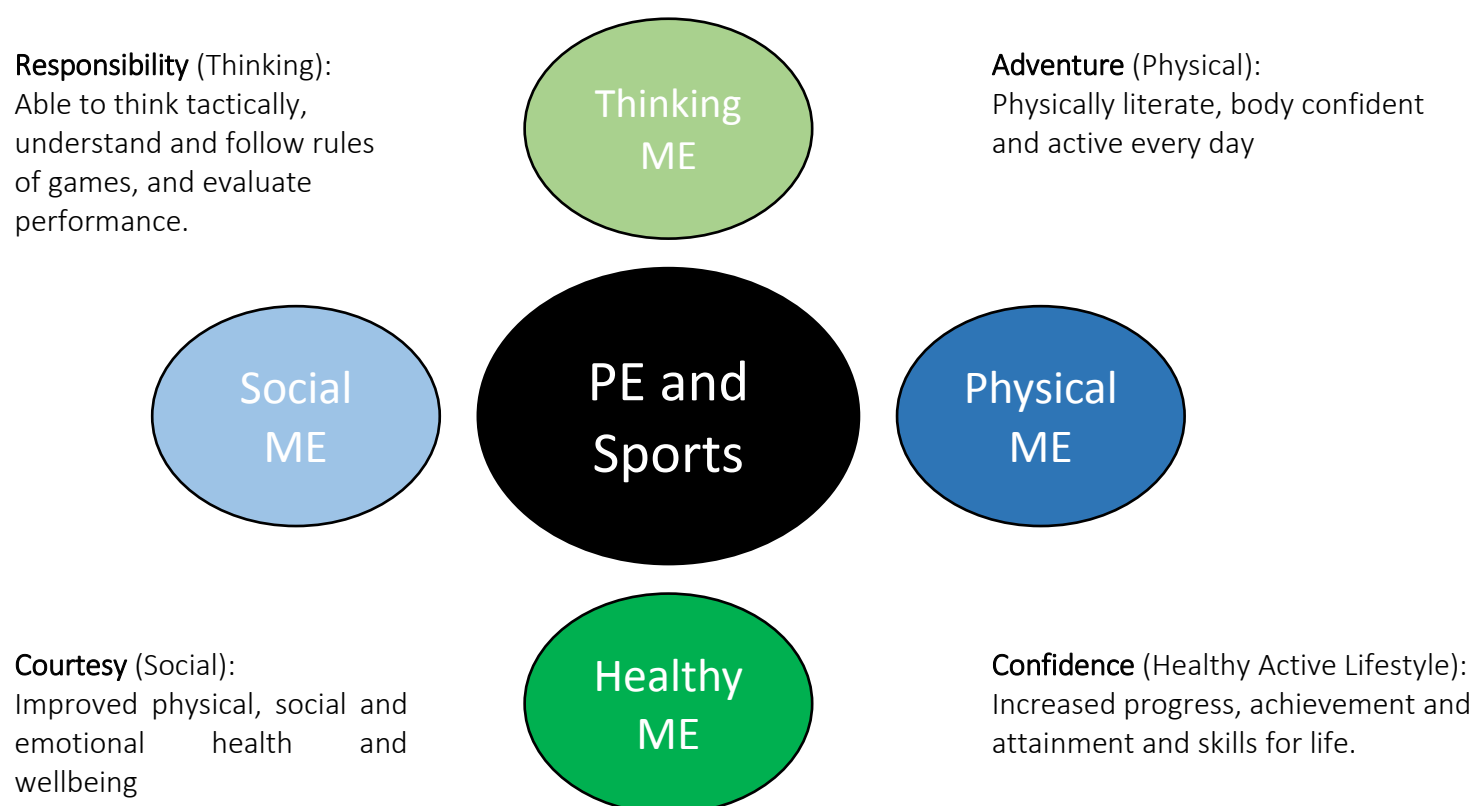


Figure 1 Youth Sports Trust "skills2achieve"

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Physical Education in EYFS and Key Stage One

Our EYFS and KS1 children 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:

- initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences
- experiment with different ways of moving
- jumps off an object and lands appropriately
- travel with confidence and skill around, under, over and through balancing and climbing equipment
- show increasing control over an object in pushing, patting, throwing, catching or kicking it
- show good control and co-ordination in large and small movement
- negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
- experiment with different ways of moving
- move confidently in a range of ways, safely negotiating space
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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

Progression of Skills in Key Stage One:

EYFS		Year One		Year Two	
Key Aims The focus for our EYFS children is their development of fundamental movement skills including agility, balance and coordination. “P.E” lessons address a number of the key elements of the EYFS curriculum, including Physical Development, Expressive Arts, Personal and Social Development and Language and Communication Development.		Key Aims As they transition out of Reception, Year One children build upon the experiences and training they have had and become increasingly competent and confident to extend their agility, balance and coordination, individually and with others, engaging in competitive and co-operative physical activities.		Key Aims By the end of Year Two, children have developed considerable physical competence and have a deeper understanding of physical “challenge”. At this stage, we strive to give children more ownership of their own decision-making, whether in games situations or through the choreography they develop in dance and gymnastics.	
What does it look like? In EYFS, PE takes place through planned, purposeful play that addresses identified needs, or challenge learners to develop a new skill. Activities are sometimes adult-led and sometimes child-initiated. Because of this, PE lessons may not cover the different strands discretely. Often P.E. will tie into clsass topic, especially in Dance and Gymnastics and will seek to develop children’s understanding of times, places, cultures and faiths.		What does it look like? Key Stage One children have discrete P.E. lessons in each of the strands of physical education laid out below. They have two hour-long P.E. lessons each week, focussing on one strand for a 6-week unit. Pupils are still developing physically at different rates, so school staff must consider where each pupil is in their stage of development and use this information to plan challenging activities and enjoyable experiences. Across all strands, children have opportunities to develop gross and fine motor control, co-ordination, balance agility, applying these in a range of situations. These fundamental skills are the building blocks for all physical literacy. Children are also given opportunities to experience competition and the capacity to understand and cope with both winning and losing.			
How are the 3 Rs implemented in this age phase? <i>Resourcefulness</i> – as children respond to dance stimuli, be that music, objects, a story or an image, they draw on prior learning, their own experience and available equipment to help them imagine movements that match. <i>Research</i> – to develop enthusiasm for sports and a lifelong commitment to physical and mental health, children will have opportunities to find out more about athletes and sporting events when relevant to their classroom inquiries. <i>Resilience</i> – as they try out new ideas and develop the key skills of balance, co-ordination and control, the children will experience frustration and skills that they will need to practise.		How are the 3 Rs implemented in this age phase? <i>Resourcefulness</i> – as children respond to stimuli, be that music, objects, a story or an image, they will need to draw on prior learning, their own experience and available PE equipment to help them imagine the movements that match. <i>Research</i> – <i>Resilience</i> – children will learn about personal challenge and how to set them for themselves.			
Key Skills - Gross and fine motor skills - Co-ordination and control - Balance and flexibility - Being imaginative - Communication		Key Skills - Agility - Balance - Co-ordination - Gross and fine motor control - Flexibility - Creativity and self-expression - Communication - Managing emotions			
SKILLS BREAKDOWN		By the end of the year, our EYFS children can say:	By the end of the year, our Year One children can say:	By the end of the year, our Year Two children can say:	
Dance	Adventure (Physical Skills)	I can imitate how things move (e.g. a soldier, a penguin) I can show co-ordination when doing big and small movements. I demonstrate good balance on one or more points of contact. I am in control of my movements. I am becoming more flexible. I can move confidently around a space.	I can copy and explore basic body patterns and movements. I can remember simple dance steps and repeat them. I can move along different pathways.	I can copy, remember and repeat actions. I can change the speed and level of their actions. I can perform with co-ordination and control.	
	Responsibility (Thinking Skills)	I can put movements together to help retell a story I know. I can imagine a story and tell it using movement. I can respond to a piece of music verbally and through movement. I can talk about ways to help me balance. I can respond to a picture, object or story through movement.	I can choose actions and link them with sounds and music. I can make choices about the body shapes I add to my routine.	I can recognise and use simple choreographic devices such as unison, canon and mirroring. I can move in time to the music. I can perform sequences I have composed myself. I can create a short, imaginative motif inspired by a stimulus.	
	Courtesy (Social Skills)	I can watch others work and encourage them. I can say what I like about my friend’s movements. I can work with my friends to create a short routine.	I can describe and discuss my work with others. I can plan and perform a dance with a friend.	I can discuss my own and others’ work with simple technical vocabulary.	
	Confidence (Healthy Habits)	I can perform my routine to my friends or even my class. I can talk about why dancing helps keep me healthy.	I can safely perform teacher-led warm ups.	Recognise and describe how the body feels during and after different physical activities.	

Gymnastics	Adventure	I can move confidently and safely in my own space, including around equipment and over obstacles. I can move and stop, recognising and responding to both commands. I can copy simple movements and simple sequences. I can jump off an object and land appropriately. I can hold a “moment of stillness” in a routine. I can perform rolls including: log rolls, side roll and teddy bear rolls. I can perform jumps, including a straight jump, a tuck jump, jumping jack and half turns. I can perform bunny hops.	I can copy and explore basic gymnastics actions with some control and co-ordination. I can recognise and copy contrasting actions I can hold still shapes and balances. I can carry out a range of single jumped. I can move around over, under, and through different objects and equipment. I can perform rolls including: log rolls, side roll and teddy bear rolls. I can perform jumps, including a straight jump, a tuck jump, jumping jacks, half turns and cat springs. I can straight jump off a springboard. I can perform bunny hops and go to front support, with the help of a partner. I can perform standing balances, kneeling balances, pike, tuck, star, straight, straddle shapes	I can copy, explore and remember actions and movements to create their own sequence. I can link actions to make a sequence. Travel in a variety of ways, including rolling. I can hold a still shape whilst balancing on different points of the body. I can jump in a variety of ways and land with increasing control and balance. I can climb onto and jump off the equipment safely. I move with increasing control and care I can perform additional jumps including a cat spring to straddle. I can tuck jump off a springboard. I can perform T-levers and scissor kicks. I can perform balances on apparatus. I can show pike, tuck, star, straight, straddle shapes I can demonstrate front and back support
	Responsibility	I can use my body to show different shapes, including tall/short, wide/thin, straight/curved) I can pick shapes I like and join them together into a movement phrase.	I can select and link basic gymnastics actions together. I can create a performance sequence	I can perform routines I designed myself. I can perform contrasting movements, for example moving from high to low, or big to small.
	Courtesy	I can create a short routine with a friend. I can watch others work.	I can share an ideas with a friend about how their routine could be improved.	I can perform balances with a partner.
	Confidence	I can show to others movements I have tried. I can suggest reasons why doing gymnastics is healthy.	I can safely perform a teacher led warm-up and cool down and I can use space safely showing an awareness of others.	I can recognise and describe how the body feels during and after different physical activities. I can explain what they need to stay healthy

Games Net and Wall Striking and Fielding	Adventure	I can stop a ball with some control. I can send a ball in the direction of another person. I can often control a ball on my own. I can kick an object at a target. I can move a ball in different ways.	I can stop a ball with basic control. I practise striking skills. I am learning to throw underarm and overarm. I can catch and bounce a ball. I can use rolling skills in a game. I practise accurate throwing and consistent catching. I can travel with a ball in different ways.	I can stop/catch/strike a ball with control and accuracy. I can pass a ball to someone else and receive a ball when moving. I can throw different types of equipment in different ways, for accuracy and distance. I can bounce and kick a ball whilst moving.
	Responsibility	I can describe the rules of a simple ball game.	I can describe the rules of a simple ball game. I can talk about how to send and receive a ball accurately.	I know how to pass the ball in different ways. I can begin to choose and use the best space in a game. I am beginning to use and understand the terms attacking and defending. I can use at least one technique to attack or defend to play a game successfully.
	Courtesy	I can cheer on my friends. I can play a ball game as part of a team.	I can take part in sending and receiving activities with a partner. I can receive a ball and send it in the direction of another person. I can describe how it feels to win a game. I can describe how it feels to lose a game. I can congratulate my friends for playing well.	I can engage in competitive activities and team games. I can begin to say how others can improve. I can throw, catch and bounce a ball with a partner.
	Confidence	I can talk about how my body feels after I have exercised. I can talk about ways to keep healthy.	I can talk about exercising, safety and how exercising makes me feel. I can carry and place equipment safely.	I understand about exercising, being safe and the short term effects of exercise.

Physical Education in Key Stage Two

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

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastic) 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
- 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.

Year Three	Year Four	Year Five	Year Six
Key Aims As pupils progress into Key Stage two, they have moved on in their physical development and are ready to learn new skills, face new challenges and work in increasingly more complex situations. Indeed the national curriculum for Physical Education expects them 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’.		By the end of Key Stage Two, pupils will have developed an increasing range of physical competencies and be able to apply them more and more into recognised activities and sports, as well as challenging themselves in competitive situations. They will be able to apply their higher range of technical skills and understanding in increasingly complex situations and have the resilience to cope with challenge. They will apply their communicating and collaborating skills with confidence, and become more involved in leading and officiating sports as well as taking part in games. They know how to evaluate and recognise their own success. They should be active for sustained periods to support their health and fitness.	
What does it look like? In Lower Key Stage Two, PE lessons become more formalised. There is a clear structure to sessions with a warm up, which children are increasingly encouraged to lead, a section devoted to developing key skills, and then the opportunity for children to apply these in a game situation. This is usually followed by a skills evaluation, where children discuss the learning and how it was put into action and then a cool down. In Lower Key Stage Two, children do not learn specific sports, such as hockey or tennis, but rather the attacking and defending principles that could be applied to a range of games. This then builds into full games in Upper Key Stage Two.		What does it look like? In Upper Key Stage Two, there is a clear structure to PE sessions, similar to those in LKS2. Children are expected to be able to warm up independently, either in small groups or individually and are regularly encouraged to set personal challenges for themselves, based on their own progress.	
How are the 3 Rs implemented in this age phase? Resourcefulness – Preparedness for PE lessons is essential and it is during this age phase that children are expected to remember their own resources for PE, including hair ties, water bottles, trainers and the appropriate outdoor clothing for different weathers. Research – The Mini Olympics at the end of Year 4 are a perfect opportunity for children to do focussed research into a chosen country’s Olympic successes, in order to fully embrace the experiences of an opening ceremony. Resilience – As children become more exposed to competition, resilience is an important indicator of success.		How are the 3 Rs implemented in this age phase? Resourcefulness – Preparedness for PE lessons is essential and it is during this age phase that children are expected to remember their own resources for PE, including hair ties, water bottles, trainers and the appropriate outdoor clothing for different weathers. Research – Resilience – As children are regularly exposed to competition against self and others, resilience is an important indicator of success.	
Key Skills • Communication • Application of core skills (agility, balance and co-ordination) to game situations • Introduction to attack and defence strategies.		Key Skills • Leadership • Managing and officiating sports • Evaluating my own performance • Attacking and defending	

SKILLS BREAKDOWN		By the end of the year, our Year 3 children can say:	By the end of the year, our Year Four children can say:	By the end of the year, our Year Five children can say:	By the end of the year, our Year Six children can say:
Dance	Adventure	I can improvise to a stimulus. I control my movements from beginning to end in a performance.	I can perform and create sequences with fluency and expression. I demonstrate good spatial awareness. I can identify and repeat the movement patterns and actions of a chosen dance style.	I continually demonstrate rhythm and spatial awareness. I can show changes of pace and timing in my movements. I can use transitions to link motifs smoothly together. I make sure my actions fit the rhythm of the music.	I can demonstrate precision, control and fluency in response to stimuli. I can use dramatic expression in dance movements and motifs. I can perform with confidence, using a range of movement patterns. I dance with fluency and control, linking all movements and ensuring that transitions flow.
	Responsibility	I can develop movement motifs to create longer dances. I use different expressions to help me share the meaning of my dance.	I can translate ideas from a variety of stimuli into movement. I can evaluate my performance and modify my use of skills or techniques to achieve a better result.	I can link phrases and motifs to create a wide performance. I demonstrate imagination and creativity in movements I devise in response to stimuli. I can explain why they have used particular skills or techniques, and the effect they have had on their performance.	I can modify some elements of a sequence as a result of self and peer evaluation. I can use complex dance vocabulary to compare and improve work.
	Courtesy	I can improvise freely with a partner. I can compete against self and others in a controlled manner. I can describe how their performance has improved over time.	I can work in a small group to choreograph and perform a routine in response to a stimulus.	I can vary dynamics and develop actions with a partner or as part of a group. I can choose and use criteria to evaluate own and others’ performances.	I can modify my performance and suggest ways for others to do the same. I can compose individual, partner and group dances that reflect the chosen dance style.
	Confidence	I understand how to work safely. I know the importance of strength and flexibility for physical activity. I can explain why it is important to warm up and cool down.	I can use dance vocabulary to compare and improve my work. I recognise changes in my body.	I can organise myself to warm up safely. I can explain some safety principles when preparing for and during exercise. I can use more complex dance vocabulary to compare and improve work.	I understand the importance of warming up and cooling down. I can carry out warm-ups and cool-downs safely and effectively. I understand why exercise is good for health, fitness and wellbeing. I take responsibility for staying healthy.

Gymnastics	Adventure	I can copy and repeat gymnastics actions with consistent control and quality. I can select gymnastics actions to put into a movement phrase. I can select and link gymnastics actions (turns, jumps, travel) fluently into longer movement phrases. I am developing the quality of their actions, shapes and balances. I am beginning to use equipment to vault. I can create interesting body shapes while holding balances with control and confidence. I am beginning to show flexibility in movements.	I can remember and explore gymnastics actions with consistent co-ordination and clarity. I can create a sequence of actions that fit a theme. I use an increasing range of actions, directions and levels in their sequences. I move with clarity, fluency and expression. I can show changes of direction, speed and level during a performance. Use equipment to vault in a variety of ways. I am developing strength, technique and flexibility throughout performances.	I can copy, remember, explore and repeat increasingly complex gymnastics actions with some control, co-ordination, quality and clarity. I can select and link increasingly complex gymnastics actions fluently into individual, pair and group sequences. I can perform jumps, shapes and balances fluently and with control. I confidently use equipment to vault in a variety of ways. I can combine equipment with movement to create sequences	I can copy, remember, explore and repeat complex gymnastics actions with control, co-ordination, quality and clarity. I can create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. I demonstrate precise and controlled placement of body parts in their actions, shapes and balances. I confidently use equipment to vault and incorporate this into sequences. I show strength, technique and flexibility throughout performances.
	Responsibility	I can describe my own and others work noting similarities and differences	I can apply basic compositional ideas. I can identify and act upon criteria to refine, improve and modify gymnastics actions and sequences. I consider carefully how to place my body to perform a confident balance.	I can apply some compositional ideas. I can adapt my sequences to fit new criteria or suggestions. I can talk about how my centre of gravity affects how I balance. I recognising the position of my centre of gravity and where it should be in relation to the base of the balance.	I can apply a variety of compositional ideas.
	Courtesy	I can make suggestions for improvements classmates could make to their routines.	I can work with a partner or small group to choreograph a routine to specific criteria.	I can choreograph and evaluate the features of individual, pair and group sequences.	I can choreograph and evaluate the features of individual, pair and group sequences.
	Confidence	I can work safely, handling a range of hand, small and large apparatus with adult instruction.	I can work safely, handling a range of hand, small and large apparatus with adult instruction. I can recognise changes in my body giving reasons why PE is good for health. I know the importance of strength and flexibility for physical activity.	I can work safely, handling a range of hand, small and large apparatus with adult supervision. I can demonstrate specific aspects of warm-up and cool down and describe the effects of exercise on the body.	I can work safely, handling a range of hand, small and large apparatus with adult supervision. I can lead myself and others to warm up and cool down safely and appropriately for gymnastics activities.

Games Net and Wall Striking and Fielding Invasion Games	Adventure	I demonstrate successful hitting and striking skills. I can use the correct batting technique in a game. I can strike the ball for distance. I can throw and catch with control and accuracy. I show the correct technique for catching a ball and use it in a game. I can perform a range of catching and gathering skills with control. I can throw a ball in different ways. I am working towards a safe and effective overarm bowl. I can move with the ball in a variety of ways with some control. I can use fielding skills to stop a ball from travelling past them.	I can use a bat, racquet or stick (hockey) to hit a ball with accuracy and control. I can accurately serve underarm. I can use at least two different shots in a game situation. I use hand-eye coordination to strike a moving and a stationary ball. I can pass the ball with increasing speed, accuracy and success in a game situation. I can shoot in a game.	I can use a variety of ways to dribble in a game with success. I use ball skills in various ways, and am beginning to link them together. I can pass a ball with speed and accuracy using appropriate techniques in a game situation.	I can hit a bowled ball over longer distances. I use good hand-eye coordination to be able to direct a ball when striking or hitting. I can throw and catch accurately and successfully under pressure in a game.
	Responsibility	I know how to keep and win back possession of the ball in a team game. I can use simple attacking and defending skills in a game. I understand and am beginning to apply the basic principles of invasion games.	I demonstrate an increasing awareness of space. I use a range of attacking and defending skills and techniques in a game. I vary the tactics I use in a game.	I am consolidating different ways of throwing and catching, and know when each is appropriate in a game. I demonstrate a good awareness of space. I use fielding skills as an individual to prevent a player from scoring. I can choose the best tactics for attacking and defending. I think ahead and create a plan of attack or defence.	I can choose and make the best pass in a game situation, e.g. passing and receiving the ball on the move. I make the best use of space to pass and receive the ball. In a game situation, I apply my knowledge of skills for attacking and defending.
	Courtesy	I can find a useful space and get into it to support teammates. I can apply and follow rules fairly. I know how to play a striking and fielding game fairly.	I contribute towards helping their team to keep and win back possession of the ball in a team game. I can devise and adapt rules to create their own game.	I can keep and win back possession of the ball effectively in a team game. I can communicate plans to others during a game. I can use fielding skills as a team to prevent the opposition from scoring. I can lead others during a game.	I can keep and win back possession of the ball effectively and in a variety of ways in a team game. I can work as a team to develop fielding strategies to prevent the opposition from scoring. I can lead others during a game. I can officiate during a game with some supervision.
	Confidence	I recognise and can describe the effects of exercise on the body. I know the importance of strength and flexibility for physical activity. I can explain why it is important to warmup and cool-down.	I can describe how the body reacts at different times and how this affects performance. I can explain why exercise is good for your health. I know some reasons for warming up and cooling down.	I understand the reasons for warming up and cooling down. I can explain some safety principles when preparing for and during exercise.	I carry out my own warm-ups and cool-downs safely and effectively. I am beginning to lead warm-ups and cool downs for other children. I understand why exercise is good for health, fitness and wellbeing.

Athletics	Adventure	I can run at a speed appropriate to the distance I am running. I can jump accurately from a standing position and I can take a running jump. I am beginning to combine running with jumping over hurdles. I can use one and two feet to take off and to land a jump. I am developing an effective take-off for the standing long jump. I am developing an effective flight phase for the standing long jump. I can land safely and with control. I am showing increasing control in their overarm throw.	I can demonstrate a range of throwing actions using a variety of objects. I can carry out an effective sprint finish. I can perform a relay, focusing on the baton changeover technique. I can speed up and slow down smoothly. I am learning to combine a hop, step and jump to perform the standing triple jump. I can land safely and with control. I am beginning to measure the distance jumped. I am beginning to measure the distance of my throws. I am continuing to develop techniques to throw for increased distance.	I can sustain different running technique at different speeds. I demonstrate stamina in my running. I am improving techniques for jumping for distance. I can perform an effective standing long jump. I can perform the standing triple jump with increased confidence. I am developing an effective technique for the standing vertical jump (jumping for height). I can land safely and with control. I can measure the distance and height I jump with accuracy. I can throw a variety of implements using a range of throwing techniques. I can measure and record the distance of my throws. I am continuing to develop techniques to throw for increased distance.	I can demonstrate accuracy and technique in a range of throwing and jumping actions. I am refining an effective sprinting technique. I build up speed quickly for a sprint finish. I can run over hurdles with fluency. I demonstrate endurance and stamina over longer distances. I am developing the technique for the standing vertical jump. I maintain control at each of the different stages of the triple jump. I can land safely and with control. I am continuing to develop techniques to throw for increased distance and support others in improving their personal best. I am developing and refining techniques to throw for accuracy.
	Responsibility	I understand the importance of adjusting running pace to suit the distance being run. I can describe how my performance has improved over time.	Modify their use of skills or techniques to achieve a better result. I can explain why stamina is important for runners.	I can select the most suitable pace for the distance and my fitness level to maintain a sustained run. I can talk about my reaction times when performing a sprint start.	I can explain how to improve technique in a variety of events.
	Courtesy	I can compete confidently and respectfully against others.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	I can work as a team to competitively perform a relay. I support others in improving their performance.	I can work as a team to competitively perform a relay. I can s up and lead jumping activities including measuring the jumps with confidence and accuracy.
	Confidence	I understand how to work safely.	I can recognise a change in heart rate, temperature and breathing rate during exercise.	I can identify and explain what makes a good athletic performance.	I confidently and independently select the most appropriate pace for different distances and different parts of the run.

Outdoor Adventurous Activities	Adventure				
	Responsibility		I can orientate to North and follow map markers.	I can use a punch to collect answers and visit some control points with accuracy. I can identify map symbols. I can design an orienteering trail that can be followed and offers a physical challenge. I can identify the quickest route to accurately navigate an orienteering course. I can complete an orienteering course on multiple occasions, in a quicker time due to improved technique.	I know how to use all parts of the compass. I can walk along the compass directions and can read, follow and set a bearing.
	Courtesy	I can interact positively with my teammates. I can work together to follow simple plans and maps. I can suggest some effective communication strategies to begin to work as a team.	I can work within a team to solve and perform tasks. I can work together to create simple plans and maps. I can select some appropriate equipment to help me solve a problem. I can communicate clearly with other people in a team, and with other teams.	I work well as part of a team and contribute ideas to solve problems and perform a range of tasks. I can use clear communication to effectively complete a particular role in a team. I can evaluate the effectiveness of my team's performance and make constructive suggestions on how we can improve.	I can organise an event for others. I can prepare an orienteering course for others to follow. I can listen to feedback to improve my course. I can use a range of map styles and talk about strengths and limitations.
	Confidence	I can talk about why strength and flexibility are important in physical activity.	I can explain some safety principles associated with tasks I perform in PE.	I can assess risks associated with performing tasks.	I understand why exercise is good for health, fitness and wellbeing.

Swimming	Adventure			I can submerge my whole head. I can swim 1 stroke with good technique over at least 10 metres. I can push and glide. I am able to perform a sculling action. I can push and glide. I can jump into the water. I am able to combine different floating shapes. I am able to jump into deep water. I can demonstrate a range of safe entry techniques.	I can swim at least 25 metres using front crawl, backstroke and breaststroke. I can submerge to pick an object off of the bottom of the pool. I am able to tread water. I can swim at least 3 strokes with good technique over at least 10 metres. I am able to demonstrate surface dives.
	Responsibility			I understand how to achieve a streamlined body position.	I understand the importance of a streamlined body position.
	Courtesy			I am able to identify areas of good technique and areas of improvement.	I am able to identify areas of good technique and areas of improvement.
	Confidence			I can name some risks associated with bodies of water and suggest ways to reduce them.	I can name some risks associated with bodies of water and suggest ways to reduce them.