



Highfield Primary School Progression Map 2024 - 2025

Subject: Physical Education

Intent

At Highfield, we aim to develop, nurture, and grow the whole child through our Physical Education (P.E.) curriculum. We focus on a wide variety of skills and sporting knowledge that help children to develop physically, mentally, and socially. We ensure that all children are given a range of competitive and non-competitive opportunities, across a wide range of sports and activities that will build character, respect, teamwork, perseverance, communication, and responsibility. Through our unique offering of a wide range of sports, we ensure children have a full sporting experience with enjoyable opportunities to perform in game-based environments.

Implementation

Progression of Knowledge

	EYFS		KS1		KS2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery children will be taught to/about:	In addition to knowledge taught in the Nursery, Reception children will be taught to/about:	In addition to EYFS knowledge, Year 1 children will be taught to/about:	In addition to EYFS and Year 1 knowledge, Year 2 children will be taught to/about:	In addition to KS1 knowledge, Year 3 children will be taught to/about:	In addition to KS1 and Year 3 knowledge, Year 4 children will be taught to/about:	In addition to KS1 and Lower KS2 knowledge, Year 5 children will be taught to/about:	In addition to KS1, Lower KS2 and Year 5 knowledge, Year 6 children will be taught to/about:
Dance	begin to move when music begins end moving when music stops move fast and/or slow to match music bounce, spin or roll to match music move high and low	enjoy joining in with dancing and ring games create movement in response to music use movement to express feelings initiate new combinations of	respond to different stimuli and music with a range of actions copy and explore basic body actions demonstrated by the teacher copy simple movement patterns from each other and	link several movements together with control and coordination talk about different stimuli and music as the starting point for creating dance phrases and short dances	improvise freely with a partner translating ideas from stimuli to movement show an imaginative response to different stimuli and music through their use of language and choice of movement	respond and perform with a partner, demonstrating actions that link with fluency and accuracy respond to the stimuli through the appropriate language, creating their own ideas and movement phrases	respond to a variety of stimuli showing a range of actions performed with control and fluency consider character and narrative ideas created by the stimulus, and respond through movement	perform a variety of dance styles with accuracy and consistency explore, improvise and choose appropriate material to create new motifs in a chosen dance style

	remember a sequence of moves	movement and gesture to express and respond to feelings	<p>explore the movement</p> <p>compose and link movement phrases to make simple dances with clean beginning, middle and end</p> <p>practise and repeat movement phrases and perform them in a controlled way</p>	<p>explore actions in response to stimuli and explore ideas, moods and feelings by experimenting with actions, dynamics, directions, levels and a growing range of possible movements</p> <p>compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings</p> <p>remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness</p>	<p>incorporate different qualities and dynamics into their movements</p> <p>explore and develop new actions while working with a partner or a small group</p> <p>know how to apply basic compositional ideas to create dances which convey feelings and emotions</p> <p>know how to link actions to make dance phrases, working with a partner and in a small group</p> <p>perform short dances with expression, showing an awareness of others when moving</p> <p>describe what makes a good dance phrase</p>	<p>use a range of actions and begin to combine movement phrases and patterns</p> <p>begin to respond within a small group, to different speeds and levels</p> <p>begin to design their own movement phrases that respond to stimuli or emotion</p> <p>remember, perform and evaluate short dance phrases, showing an understanding and an awareness of others</p> <p>use a range of movement and dance phrases within different ways (unison, canon) with a partner or group</p>	<p>experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group</p> <p>create and perform dances using a range of movement patterns in response to a range of stimuli</p> <p>use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer</p> <p>remember, practise and combine longer, more complex dance phrases</p>	<p>respond to a range of stimuli, improvising freely using a range of controlled movements and patterns</p> <p>extend compositional skills incorporating a wider range of dance styles and forms</p> <p>select and use a range of compositional ideas to create motifs that demonstrate their dance idea</p>
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<p>Games</p>	<p>start and stop when instructed</p> <p>complete a range of movements, e.g. spinning, jumping, jogging</p> <p>walk, run, jog or sprint safely</p> <p>follow a sequence</p> <p>follow simple rules</p>	<p>run skilfully</p> <p>negotiate space successfully</p> <p>show increasing control over an object</p> <p>share equipment and take turns</p> <p>pick up, carry and put down with care</p> <p>control emotions when playing a game</p> <p>know which parts of the body help with balancing</p> <p>play games fairly</p> <p>work safely in a defined space</p> <p>jump for distance and from a standing position</p> <p>practise appropriate safety measures without direct supervision</p> <p>travel with confidence and skill around, under, over and through</p>	<p>throw and catch a ball with a partner</p> <p>move fluently, changing direction - speed easily and avoiding collisions</p> <p>show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking</p> <p>choose and use skills effectively for particular games</p> <p>use skills in different ways in different games and try to win by changing the way they use skills in response to their opponents' actions</p>	<p>pass a ball accurately to a partner over a variety of distances</p> <p>perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control</p> <p>show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run</p> <p>vary skills and show some understanding of simple tactics</p> <p>choose and use tactics to suit different situations, and react to situations in a way that helps their partners and makes it difficult for their opponents</p>	<p>travel with control whilst bouncing a ball</p> <p>use a range of skills to help them keep possession and control of the ball perform the basic skills needed for the games with control and consistency</p> <p>use a range of skills to keep possession and make progress towards a goal, on their own and with others</p> <p>choose good places to stand when receiving, and give reasons for their choice</p> <p>choose and use batting or throwing skills to make the game hard for their opponents</p>	<p>travel with a ball showing increasing control using both hands and feet</p> <p>know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team</p> <p>perform an advancing range of skills with accuracy and control, repeatedly in a range of situations</p> <p>use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game</p> <p>choose where they should position themselves to be a defender and an attacker</p> <p>choose the best skills to use when playing different sides within a game</p>	<p>travel with a ball showing changes of speed and directions using either foot or hand</p> <p>use a range of techniques when passing, e.g. high, low, bounced, fast, slow</p> <p>keep a game going using a range of different ways of throwing</p> <p>strike a ball with intent and throw it more accurately when bowling and/or fielding</p> <p>effectively play a competitive net/wall game, keep and use rules they are given</p> <p>try to make things difficult for their opponent by directing the ball to space, at different speeds and heights</p> <p>judge how far they can run to score points</p>	<p>dribble effectively around obstacles</p> <p>throw with precision and accuracy when sending/receiving</p> <p>perform skills with accuracy, confidence and control, adapting them to meet the needs of situation</p> <p>play shots on both sides of the body and above their heads in practices and when the opportunity arises</p> <p>use different ways of bowling</p> <p>play recognised version of net game showing tactical awareness and knowledge of rules and scoring</p> <p>play, choosing and using skills which meet the needs of the situation</p> <p>choose when to pass or dribble, so that they keep</p>
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								possession and make progress towards the goal
								hit the ball with purpose, varying the speed, height and direction
Gymnastics	<p>travel in a range of high stances, for example: turning, hopping, skipping, side-stepping, jumping and galloping</p> <p>travel in a range of low movements, for example: slithering, shuffling, crawling and sliding</p> <p>create the four simple shapes – pencil, star, tuck and bridge</p> <p>begin to link travels and shapes</p> <p>begin to link travels and shapes with jumps</p>	<p>mount stairs, steps of climbing equipment using alternate feet</p> <p>jump off an object and land appropriately</p> <p>travel with confidence and skill, around, under, over and through</p> <p>show understanding of the need for safety when tackling new challenges</p> <p>show understanding of how to transport and store equipment safely</p>	<p>perform basic gymnastic actions like travelling, rolling and jumping</p> <p>manage the space safely, showing good awareness of each other, mats and apparatus</p> <p>make up simple movement phrases in response to simple tasks</p> <p>link and repeat basic gymnastic actions and perform movement phrases with control and accuracy</p>	<p>perform a variety of actions with increasing control and accurately repeat sequences of gymnastic actions</p> <p>move smoothly from a position of stillness to a travelling movement</p> <p>devise, repeat and perform a short sequence in which there is a clear beginning, middle and end</p> <p>adapt the sequence to include apparatus or a partner</p> <p>use different combinations of floor, mats and apparatus, showing control, accuracy and fluency</p>	<p>perform a competent forward roll, rug roll, shoulder roll</p> <p>explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel</p> <p>practise an action or short sequence of movements and improve the quality of the actions and transitions, show control, accuracy and fluency of movement as appropriate when performing actions on their own and with a partner</p> <p>plan and perform a movement sequence showing contrasts in speed, level and direction</p>	<p>perform a range of rolls with control and accuracy</p> <p>explore different combinations of apparatus to look at shape, balance and travel and know how to utilise this equipment to enhance their movements</p> <p>practise and refine an action or short sequence showing quality movement phrases, combining different actions for effect</p> <p>begin to perform with a partner or group</p> <p>begin to develop a longer and more varied movement phrase with smooth, planned links between actions</p>	<p>perform a range of rolls including backwards roll consistently</p> <p>make similar or contrasting shapes on the floor and apparatus, working with a partner; combine actions and maintain the quality of performance when performing at the same time as a partner</p> <p>develop a longer and more varied movement sequence, demonstrating smooth transitions between actions and combine to make a sequence</p> <p>perform sequences with changes of speed, level, direction and clarity of shape</p>	<p>perform a range of rolls showing different entrances and exits</p> <p>perform combinations of actions and abilities that show clear differences between levels, speeds and directions, with fluency and accuracy</p> <p>perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension</p> <p>plan a movement sequence and perform with precision, control and fluency, showing a wide range of actions including variations</p>

					<p>devise and perform a gymnastic sequence, showing a clear beginning, middle and end</p> <p>adapt a sequence to include different levels, speeds or directions</p> <p>work well on their own and contribute to pair sequences</p>	<p>perform a sequence where the children combine speed, level, direction and a variety of shapes</p> <p>work within different groups to contribute to a variety of different sequences</p>	<p>gradually increase the length of sequences; work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement</p>	<p>in speed, levels and directions</p> <p>accurately repeat a longer sequence with more difficult actions, with an emphasis on extension, shape and changes in direction</p> <p>adapt sequences to include a partner or a small group</p>
Athletics	<p>walk and run independently, using appropriate objects to support as necessary</p> <p>lift one leg from the floor and then the other</p> <p>experiment & explore the action of jumping</p> <p>perform activities on their own and in a group</p> <p>experiment with throwing different objects with both hands</p>	<p>maintain control as they change direction when jogging or sprinting</p> <p>use skipping as a form of travel</p> <p>jump off 2 feet and land on 2 feet</p> <p>know to bend knees on landing for safety</p> <p>experiment with using a skipping rope to skip</p> <p>take off on 1 foot and land on 2</p> <p>begin to hop on both feet</p>	<p>run at different speeds, jump with accuracy and use a small range of techniques to throw objects</p> <p>choose which throwing and retrieving technique to use</p>	<p>change speed and direction, link running and jumping and throw accurately</p> <p>choose when to run and when to jump</p> <p>select which throwing technique to use for accuracy and distance</p>	<p>throw with accuracy and power into a target</p> <p>show a difference between sprinting and running</p> <p>choose and use throwing to reach a target</p>	<p>increase the distance when they are running, organising and preparing themselves and take different roles within a running sequence</p> <p>choose which throw, running pace or action to complete to allow them to reduce their times/increase distance within areas of athletics</p>	<p>sustain and maintain running speed, improve on personal target, organise and manage an athletic event well</p> <p>choose pace for running</p> <p>plan and carry through an event</p>	<p>show strength, stamina and speed when running, jumping and throwing</p> <p>know rules and judge events</p> <p>adapt skills and techniques to different challenges and equipment</p>

	<p>throw in different ways: over arm, under arm</p> <p>take turns when playing a game</p>	<p>roll equipment in different ways</p> <p>throw underarm</p> <p>throw an object at a target</p> <p>co-ordinate their body when performing a sequence of movements</p> <p>participate in simple games</p>						
Outdoor Adventurous Activities	<p>increasingly follow rules, understanding why they are important</p> <p>go up steps and stairs, or climb up apparatus, using alternate feet</p>	<p>begin to follow marked tracks in a familiar environment</p> <p>begin to choose which way to follow route, by self or in a group</p>	<p>follow marked tracks in a familiar environment</p> <p>choose which way to follow route, by self or in a group</p>	<p>use simple plans and diagrams of familiar environments</p> <p>use skills to solve a basic challenge or problem</p>	<p>use maps and diagrams to orientate themselves around a course</p> <p>respond appropriately when task/environment changes and plan responses</p>	<p>confidently use a map to navigate around a route</p> <p>adapt and respond to changes in the environment to allow them to complete the task</p>	<p>move confidently through familiar and less familiar environments</p> <p>adapt skills and strategies as situation demands</p>	<p>work confidently in changing environments, adapt quickly</p> <p>devise and put into practice a range of solutions and challenges</p>
Swimming							<p>develop basic pool safety skills and confidence in water</p> <p>develop travel in vertical or horizontal position and introduce floats</p> <p>develop push and glides, any kick action on front and back with or without support aids</p>	

							<p>develop entry and exit, travel further, float and submerge</p> <p>develop balance, link activities and travel further on whole stroke</p> <p>show breath control</p> <p>the introduction to deeper water</p> <p>tread water</p>	
Self-evaluation and Health	<p>be able to name and perform different moves</p> <p>talk about what they have done</p> <p>experience that physical activity can make you feel happy</p> <p>begin to know that exercise is good for you – as part of a healthy lifestyle</p>	<p>say what they have done well</p> <p>experiment with ways of changing their movements</p> <p>talk about what others have done</p> <p>describe how the body feels when still and when exercising</p> <p>know that exercise is good for you – as part of a healthy lifestyle</p>	<p>describe what they have done</p> <p>watch others and say what they are doing</p> <p>describe how their bodies feel when still and when exercising</p> <p>talk about how to exercise safely</p>	<p>talk about differences between their own and others' performance</p> <p>suggest improvements based on observations</p> <p>understand how to exercise and describe how their bodies feel during different activities</p>	<p>describe and comment on their own performance and that of others</p> <p>make simple suggestions to improve quality</p> <p>suggest appropriate warm up ideas</p> <p>work in a responsible and safe manner</p> <p>recognise changes in body temperature, heart rate and breathing</p>	<p>observe others carefully in relation to the success criteria, and begin to modify and change in response to what they see</p> <p>analyse and comment on what they see with increasing clarity</p> <p>begin to think about warm up activities that prepare them for exercise</p> <p>talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy</p>	<p>use observation of others and begin to describe constructively how to refine, improve and modify performance</p> <p>refine their own performance from self-analysis and in response to comments from others</p> <p>demonstrate activities for specific aspects of warm up - stretching, joint mobility, raising heart and breathing rates</p> <p>describe the effects of exercise on the</p>	<p>analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance</p> <p>demonstrate sound knowledge and understanding as a result of analysis to improve performance</p> <p>show responsibility for personal warm up programme specific to the activity</p> <p>demonstrate all round safe practice, including handling</p>

							body showing understanding of the principles of respiration, temperature, fatigue and recovery	equipment, safety of self and others, playing within accepted rules and conventions
Impact (End points)								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
By end of the Summer Term	<p>Children in Nursery will be able to:</p> <ul style="list-style-type: none"> >select and use activities and resources, with help when needed >increasingly follow rules, understanding why they are important >remember rules without needing an adult to remind them >continue to develop their movement, balancing, riding and ball skills >go up steps and stairs, or climb up apparatus, using alternate feet 	<p>Children in Reception will be able to:</p> <ul style="list-style-type: none"> > know and talk about the different factors that support overall health and wellbeing: - regular physical activity >revise and refine the fundamental movement skills they have already acquired >progress towards a more fluent style of moving, with developing control and grace >develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical 	<p>Children in Year 1 will be able to:</p> <ul style="list-style-type: none"> >throw and catch with a partner with some control, catching sometimes with good technique W/cup, using a bean bag or large ball >move in space in a small game situation occasionally considering best place to stand >show and replicate some tactical awareness applying sometimes in mini game situation >often use rules and play fairly >perform simple travels/balances 	<p>Children in Year 2 will be able to:</p> <ul style="list-style-type: none"> >throw and catch a variety of objects with some control and accuracy often, when stationary but not on move >be aware of space and can move in space in warm up and in activities >use rules regularly and play fairly >hit stationary/ dropped ball with some accuracy, over a net/towards a target >perform simple travels/ moves with some accuracy repeating simple 	<p>Children in Year 3 will be able to:</p> <ul style="list-style-type: none"> >throw and catch to others with a variety of equipment with accuracy >move and catch in small game situations >begin to use simple tactics in game, beginning to influence opposed conditioned games >move successfully with a ball >talk about reasons for exercising and why it's good for health >roll in a variety of ways including forwards roll safely 	<p>Children in Year 4 will be able to:</p> <ul style="list-style-type: none"> >throw and catch with accuracy regularly and at different distances >move into space in small sided games and use space tactically against the opponent >control and dribble a ball in space in unopposed situations >begin to understand principles of training and link them to activities >take part in conditioned games understanding tactics and rules 	<p>Children in Year 5 will be able to:</p> <ul style="list-style-type: none"> >control different balls (bouncing, feet, catching, with stick) with good control and accuracy >evaluate self and others' performance and use to improve own performance >use tactics in game situation to outwit opponents and will move into space and read game more effectively, using tactics and playing by the rules >be able make contact with racket/bat and moving ball regularly and with some accuracy 	<p>Children in Year 6 will be able to:</p> <ul style="list-style-type: none"> >use tactics when defending and attacking in small sided games, making improved decisions >move with the ball in opposed situations outwitting the opponent >throw/catch/pass on the move and accurately, using tactics and using the team to outwit opponents >demonstrate good fielding skills, getting the body behind the ball and returning the ball effectively

<p>>skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>>use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>>start taking part in some group activities which they make up for themselves, or in teams</p> <p>>increasingly be able to use and remember sequences and patterns of music that are related to music and rhythm</p> <p>>match their developing physical skills to tasks and activities in the setting</p> <p>>choose the right resources to carry out their own plan</p> <p>>collaborate with others to manage large items, such as moving a long plank</p>	<p>disciplines, including dance, gymnastics, sport and swimming</p> <p>>combine different movements with ease and fluency</p> <p>>confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group</p> <p>>develop overall body strength, balance, coordination and agility</p> <p>>watch and talk about dance and performance art, expressing their feelings and responses</p> <p>>explore and engage in music making and dance, performing solo or in groups</p> <p>E.L.Gs.:</p> <p>>be confident to try new activities and show independence, resilience and perseverance in the face of a challenge</p>	<p>repeating movements with some accuracy</p> <p>>use simple terms to describe and evaluate good control and quality</p> <p>>show safe landing and different shapes in the air (tuck, star, pencil) with some success on quality (pointing toes, back straight, bend knees when land)</p> <p>>replicate some dance moves/small routine with some timing on their own</p> <p>>be able to communicate ideas on movements and action words</p> <p>>work in small teams with limitations to communication</p> <p>>overcome small challenges (hoop challenge, swamp challenge, bench challenge in their teams, quickly</p>	<p>movements, linking two moves together</p> <p>>compare and contrast gymnastic routines, describing and evaluating quality and control using simple language</p> <p>>link different moves/rolls (side roll) /balance on a variety of apparatus with some control</p> <p>>collaborate and create a small dance with support and will be able to replicate a simple dance with some accuracy and timing</p> <p>>work in a team sometimes completing simple tasks</p> <p>>take part in a relay running at the correct time</p> <p>>throw a variety of equipment a longer distance with both hands, using a good technique</p>	<p>>replicate dance moves with some accuracy and timing</p> <p>>begin to link simple moves in dance and gymnastics with some fluency, and over/under on apparatus</p> <p>>demonstrate good simple balances with control, and be inventive and more controlled</p> <p>>use dance vocabulary and can translate ideas from actions into words</p> <p>>compare others work noting similarities and differences, making suggestions for improvements</p> <p>>take part in a variety of relay races and be ready to run when needed, moving quickly and at the correct speed</p> <p>>demonstrate a range of throwing actions with accuracy</p>	<p>>perform different balances; travels and rolls including forwards roll/teddy bear roll with quality and control</p> <p>>have good timing and accuracy when performing dance moves individually</p> <p>>collaborate and create own dance with some timing using unison and some cannon with some accuracy</p> <p>>apply compositional ideas to sequences alone and with others</p> <p>>throw different objects over longer distances</p> <p>>take a running jump with better technique to increase distance</p> <p>>run at speed with control, changing speed when necessary and on command</p>	<p>>begin to move opponent around the court to make space</p> <p>>understand principles of training and how they improve sporting performance, linking balance/coordination /speed to game play</p> <p>>do partner/group balances with quality and control and be inventive with them</p> <p>be able to create a gymnastics routine in a group with invention, timing and control</p> <p>>fluent and safe on apparatus using a variety of gymnastics travel, shapes and flights to go over/under/on apparatus</p> <p>>perform challenging balances unaided with some control</p> <p>>able to create a dance using a variety of action words with</p>	<p>>strike a bowled/moving ball with good technique often</p> <p>>link techniques and ideas and apply them accurately and appropriately showing precision, control and fluency</p> <p>>use techniques to create a routine in a group that is well timed and choreographed and planned</p> <p>>assess and evaluate self and others and use this to improve using effective language</p> <p>>perform more complex sequences in a group and over apparatus</p> <p>>use a variety of dance styles and formations with accuracy and fluency</p> <p>>sustain and maintain running</p>
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	<p>safely, carrying large hollow blocks</p> <p>>show a preference for a dominant hand</p> <p>>be increasingly independent as they get dressed and undressed</p> <p>>respond to what they have heard, expressing their thoughts and feelings</p>	<p>>explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>>manage their own basic hygiene and personal needs, including dressing</p> <p>>work and play co-operatively and take turns with others</p> <p>>negotiate space and obstacles safely, with consideration for themselves and others</p> <p>>demonstrate strength, balance and co-ordination when playing</p> <p>>move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>>perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>	<p>>take part in relay running and be ready to move when called upon</p> <p>>throw equipment/jump over different and longer distances using a variety of objects and techniques, with some technical ability with both hands</p> <p>>know how the body feels before, during and after exercise</p> <p>>know how to carry and pace equipment safely</p>	<p>>read a simple map and find check points</p> <p>>lead small groups in activities and communicate with team mates</p> <p>>know how to recognise and describe the effects of exercise on the body</p> <p>>know the importance of strength, flexibility for physical activity</p> <p>>know and explain why it is important to warm up and cool down</p>	<p>>work with others, collaborating some ideas and put those into practice to overcome simple challenges</p> <p>>know how to recognise and describe the effects of exercise on the body</p> <p>>know and explain why it is important to warm up and cool down</p>	<p>>read a simple map effectively finding checkpoints with assistance</p> <p>>work in a team effectively, communicating, often sharing good practice and helping others to overcome challenges</p> <p>>know how to describe how the body reacts at different times and how this affects performance</p> <p>>know why exercise is good for your health</p> <p>>know some reasons for warming up and cooling down</p>	<p>timing, pathways and formations whilst evaluate using this language, continually demonstrating rhythm and spatial awareness</p> <p>>modify performance and that of others as a result of observation</p> <p>>be confident in leading warm ups and cool down using correct terminology and doing it safely</p> <p>>show good teamwork in a variety of demanding settings and games often communicating effectively</p> <p>>begin to show good map reading skills using the key and orientating the map, being confident when doing so</p> <p>>begin to run a speed appropriate for distance</p> <p>>demonstrate accuracy and</p>	<p>techniques at different speeds and alter speed based on feelings and tactics in a race</p> <p>>show a good running technique over different distances</p> <p>>demonstrate good technique in a range of throwing and jumping activities</p> <p>>begin to show good leadership qualities when working in a team and use these to overcome several challenges</p> <p>>when map reading, change route (best route) to overcome problems</p> <p>>demonstrate specific aspects of a warm-up and cool down and describe the effects of exercise on the body using scientific language</p>
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							<p>technique in a variety of throws and jumps</p> <p>>identify and explain good athletic performance</p> <p>>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>>perform safe self-rescue in different water-based situations</p> <p>>know and explain reasons for warming up and cooling down</p> <p>>know and explain some safety principles when preparing for and during exercise</p>	<p>and the reasons for these effects</p> <p>>know and understand why exercise is good for health, fitness, and wellbeing</p> <p>>know ways to become healthier</p>
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