



Early Learning Goals linked to PE

Gross Motor Skills ELG: Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

KS1 NC objectives

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

KS2 NC objectives

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

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

PE Scheme of Work - Units in red to be taught by the sports coach

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rubies	Games 1	Dance 1	Dance 2	Dance 3	Athletics 1	Athletics 2/ Games 4
	Gymnastics 1	Gymnastics 2	Gymnastics 3	Gymnastics 4	Games 2	Games 3
Silvers	Games 1	Dance 1	Dance 2	Dance 3	Athletics 1	Athletics 2/ Games 4
	Gymnastics 1	Gymnastics 2	Gymnastics 3	Gymnastics 4	Games 2	Games 3
Sapphires	Orienteering	Gymnastics 1	Gymnastics 2	Gymnastics 3	Athletics 1	Athletics 2/ Games 2
	Games 1	Dance 1	Games 3	Games 4	Gymnastics 4	Swimming
Emeralds	Games 1	Gymnastics 1	Gymnastics 2	Gymnastics 3	Athletics 1	Athletics 2/ Games 2
	Swimming	Dance 1	Orienteering	Games 3	Gymnastics 4	Games 4
Opals	Orienteering	Gymnastics 1	Swimming	Gymnastics 3	Athletics 1	Athletics 2 / Dance 1
	Games 1	Games 2	Gymnastics 2	Games 3	Gymnastics 4	Games 4
Gold	Orienteering	Gymnastics 1	Gymnastics 2	Gymnastics 3	Athletics 1	Athletics 2
	Games 1	Dance 1	Games 2	Games 3	Gymnastics 4	Games 4 / Dance 2
	Year One			Year Two		
Dance	<ul style="list-style-type: none"> I can move to music and vary my speed. I can copy and repeat dance moves. I can perform some dance moves. I can move around a space safely. 			<ul style="list-style-type: none"> I can change rhythm, speed and direction. I can make up a short dance by putting a sequence of actions together. I can move in time to music. 		
Games	Unit 1: <ul style="list-style-type: none"> Demonstrate co-ordination when passing a ball around different parts of the body. Bounce and pat-bounce a ball with a degree of control. Understand how to send, receive, kick and dribble a ball and practise to improve the skills. Show a degree of control when sending and receiving a range of equipment. Understand that they must “get in line with a ball to receive it”. 			Unit 1: <ul style="list-style-type: none"> Throw, catch and bounce with two hands, or one hand, or different parts of the body using a variety of equipment. Understand and use ‘beat your own record’ activities to put skills under pressure and improve performance. Throw, catch and bounce when in a stationary position or moving about the playing area and aiming at a target. Understand and use a range of strategies for making games harder (e.g. high/ low, different directions, over the head, over-arm throwing, one hand, the other hand) Understand how to make up rules and score points. 		

- Send a ball in various ways to play individual target games or target games with a partner.

Unit 2:

- Know and show, both individually and in pairs, how to throw and catch using a variety of apparatus.
- Send a ball, beanbag or quoit one handed, using under-arm throw, roll or "skim" and kick.
- Aim consistently between, into, at or over a variety of targets using a range of equipment.
- Understand the concept of aiming games and how to make their games harder.
- Play an aiming game cooperatively with a partner and 'keep the score'.

Unit 3:

- Steer a ball along the ground with a bat in a controlled way using different directions and weaving through slaloms.
- Balance a ball on a bat when standing still or walking
- Hit a ball with a bat, upwards and downwards, with some control.
- Send a ball along the ground and through the air for a partner to catch or receive.
- Understand and show skipping with a rope.
- Use steering, hitting along the ground and hitting through the air to play individual and cooperative target games.

Unit 4:

- Play safely with a partner in running games and when using equipment.
- Throw and catch individually and in pairs using a variety of apparatus including hoops
- Kick and dribble a ball with control and roll and retrieve a hoop.
- Practise and develop their sending and receiving skills in co-operative games with a partner.
- Demonstrate how to change the game to make it harder.

Unit 2:

- Send and receive with consistency, coordination and control using a variety of equipment.
- Demonstrate accuracy when using hands and feet in different ways to pass or aim.
- Understand and use simple tactics e.g. passing at different angles, heights and speed to outwit an opponent.
- Observe and copy a partner's game and then improve it.
- Choose and use appropriate equipment for the games they create both individually and with a partner.
- Make up rules and know how to make the game harder.

Unit 3:

- Show continuous and controlled dribbling with hands, feet, bat or stick and know how to change speed and direction.
- Understand and demonstrate striking, passing and receiving with a partner using a range of equipment.
- Identify and use simple attacking and defending strategies eg vary the height and speed of a pass.
- Play co-operative and competitive striking, net, aiming and invasion type games with a partner.
- Know how to score and understand how to improve.

Unit 4:

- Demonstrate consistency and accuracy in bouncing, kicking, throwing, catching and striking skills.
- Select appropriate equipment when playing the games and demonstrate quicker passing and receiving skills.
- Play with confidence in varying group formations e.g. 2 v 2, 4 v 4, 3 v 1 etc.
- Invent rules and explain how they can improve the game.
- Understand and use simple tactics to work as a team e.g. when defending there must always be one person between the "goal" and the person with the ball.

Gymnastics	<p>Unit 1:</p> <ul style="list-style-type: none"> • Hop, bounce, spring and skip in different directions i.e. forwards, backwards and sideways. • Bounce using feet in different combinations and repeat a pattern of movements. • Jump from one foot to two feet and from one foot to the other foot and understand how to land safely. • Identify, describe and show 'thin' and 'wide' shapes and turning jumps. • Understand high and low levels and link two jumps with a low level movement. • Appl, adapt and transfer all these ideas, actions and linked movements to simple, low level apparatus at every stage of learning. <p>Unit 2:</p> <ul style="list-style-type: none"> • Demonstrate different ways of travelling on small and large parts of the body. • Know which small parts of the body can safely take weight and show high and low balanced positions using different combinations. • Balance upon large body parts and know how to vary the shape of the balances. • Select two balances and link them together showing control and change of speed. • Make a simple balanced shape for a partner to step over or travel underneath. • Select, apply, adapt and transfer knowledge skills and understanding to simple apparatus at every stage of learning. <p>Unit 3:</p> <ul style="list-style-type: none"> • Know, understand and show which parts of the body can be used for spinning and rocking. • Rock on different body parts to stand up or turn over. 	<p>Unit 1:</p> <ul style="list-style-type: none"> • Show various ways of travelling and balancing with the body close to or far away from the ground or apparatus. • Understand and demonstrate various ways of travelling and balancing with different parts of the body being the highest point or the closest to the ground. • Take weight confidently on hand to lift the feet high. • Plan and link together two or three movements showing control and coordination and an awareness of contrast in speed. • Travel underneath a partner who is holding a balanced position bridge position. • Transfer, modify and apply the ideas and linked movements to appropriate apparatus at every stage of learning, with the emphasis being on body parts close to, and far away from, the apparatus. <p>Unit 2:</p> <ul style="list-style-type: none"> • Understand and show different pathways on the floor e.g. straight, zig-zag and curving and travel along them in different directions. • Show an understanding of different speed and levels. • Understand and identify appropriate movement to travel along different shaped pathways. • Select and link together three different ways of travelling to create an interesting pathway. The sequence should show a definite beginning, middle and end. • Observe and copy a partner in "Follow-my-leader" formation to show different pathways and link appropriate movement. • Transfer and apply the knowledge, understanding, individual skills and linked movements to apparatus at every stage of learning. <p>Unit 3:</p> <ul style="list-style-type: none"> • Understand and show a variety of controlled turning jumps e.g., ¼ ½ ¾ or full turn using one foot to two feet or two feet to two feet.

	<ul style="list-style-type: none"> • Know and understand the safety implications involved in various types of rolling and be able to show rolling sideways in curled and stretched shapes. • Move into and out of a sideways roll in different ways • Link together a jump, safe landing, and rolling action showing different combinations of shapes (<i>e.g. star shaped jump with a long thin roll</i>) and finish in a stretched position.) • Apply, adapt and transfer these ideas to appropriate apparatus. (<i>Special attention should be paid to safe landings.</i>) <p>Unit 4:</p> <ul style="list-style-type: none"> • Observe, copy and describe the movements of others and show a variety of wide and narrow balances. • Travel showing long and narrow, wide and short shapes. • Know and use a variety of ways of travelling in a curled up shape. • Travel and balance showing an understanding of close to the ground or apparatus and far away from the ground or apparatus. • Understand the safety implications and show a tucked jump. • Join together a jump, turning movement and stretched balance. • Transfer, adapt and apply, skills, ideas and linked movements to apparatus at every stage of learning. 	<ul style="list-style-type: none"> • Understand the safety implications and demonstrate a variety of rolls and spins on different parts of the body showing co-ordination and contrasts in speed. • Use a jump to link together a turning movement in the air with a turning or spinning movement on the floor. • Understand that 'fixing' one half of the body to the floor and then turning the other half produces a twisted position and show various ways of moving out of it. • Transfer, adapt and apply all these ideas safely to apparatus at every stage of learning. <p>Unit 4:</p> <ul style="list-style-type: none"> • Understand how one movement can link with another smoothly and continuously and that movement can be performed at different speeds and on different levels. • Understand and perform movements where different parts of the body lead into the next action e.g. hands and head can lead into a forward roll, and knees and hips into a shoulder stand. • Compose a short, simple sequence of three or more movements using different combinations of travel, roll, balance and jump, and show changes in direction. • Perform a simple sequence with a partner. • Transfer, adapt and apply knowledge, skills and understanding onto appropriate apparatus at every stage of learning.
Athletics	<p>Unit 1:</p> <ul style="list-style-type: none"> • Demonstrate some basic jumps and show very simple combinations • Move at different speeds with some control • Demonstrate the underarm throw and the basic two-handed push • Engage in challenges with some confidence and success. • Describe what happens to breathing and temperatures as they move. • Identify some different ways of travelling, jumping and moving <p>Unit 2:</p> <ul style="list-style-type: none"> • Demonstrate basic jumps and make up simple combinations with a partner. 	

	<ul style="list-style-type: none"> • Move at different speeds and change direction with a pivotal action. • Demonstrate the overarm throw and show increasing accuracy into targets. • Use skills to meet different challenges. • Describe what happens to their heart, breathing and temperature when they engage in different types of activity. • Explain what they have to do to perform better. 	
Evaluation	<ul style="list-style-type: none"> • I can talk about what I have done. • I can describe what other people did. 	<ul style="list-style-type: none"> • I can say how I could improve. • I can compare what I did with what someone else did.

	Year Three	Year Four	Year Five	Year Six
Healthy Living	<ul style="list-style-type: none"> • I can explain why it is important to warm up and cool down. 	<ul style="list-style-type: none"> • I can explain why keeping fit is good for my health. 	<ul style="list-style-type: none"> • I can identify some muscle groups. 	<ul style="list-style-type: none"> • I can choose appropriate warm ups and cool downs.
Dance	<ul style="list-style-type: none"> • I can create a small dance with a partner and share it with others. • I can perform with some awareness of rhythm and expression. 	<ul style="list-style-type: none"> • I can compose a longer dance sequence in a small group. • I can confidently improvise with a partner to create a simple dance. • I can use simple dance vocabulary. 	<ul style="list-style-type: none"> • I can use transitions to link movements smoothly together. • I can ensure my actions fit the rhythm of the music. • I can compose individual, partner and group dances that reflect the chosen dance style. 	<ul style="list-style-type: none"> • I can link actions to create a complex sequence using a full range of movement. • I can perform the sequence in time to music. • I can show a change of pace and timing in my movements.
Games	Unit 1: <ul style="list-style-type: none"> • Accurately pass and receive a range of balls in different ways 	Unit 1: <ul style="list-style-type: none"> • Use a bat to strike a ball with a degree of accuracy and control. 	Unit 1:	Unit 1: <ul style="list-style-type: none"> • Understand and demonstrate a range of controlled passing,

	<p>with hands (e.g. chest pass, bounce pass, shoulder pass)</p> <ul style="list-style-type: none"> • Demonstrate control when dribbling, passing and receiving with feet or stick. • Signal for the ball and pass and receive in sequential order (1-2-3-4-1 etc.) • Pass and receive on the move and signal for the ball to retain possession and show progression down the pitch. • Explain why their team succeeded in these activities. • Play with confidence in various small game formations (e.g. 2 v 1, 3 v 1, 3v2, 2v2, 3 v3) <p>Unit 2:</p> <ul style="list-style-type: none"> • Demonstrate previously learned skills in independently constructed group games. • Work co-operatively and creatively in a group of specified numbers to achieve a given objectives using a limited choice of equipment. • Plan and adjust rules and strategies to make the game fairer, safer and more challenging. • Describe the format and intention of the game and 	<ul style="list-style-type: none"> • Throw or strike a ball over a range of high, low and ground level barriers to show variations in levels, speeds and directions. • Aim a ball over a barrier to land in spaces on the other side. • Understand, plan and combine skills to play 1v1 net games cooperatively with a partner and then try to make it difficult to return the shots. • Understand and play a game over a low or high barrier throwing into spaces to score (1v1 or 3v3) <p>Unit 2:</p> <ul style="list-style-type: none"> • Negotiate, plan and make collective decisions on the nature, shape and construction of the game. • Select and use skills and tactics appropriate for the type of game. • Understand and transfer principles of play from known games to use in their own game. • Make up rules and be prepared to modify them to make the game more challenging. • Adapt rules in agreement with others. • Work co-operatively in groups of varying sizes (e.g. 6 and 8) to 	<ul style="list-style-type: none"> • Play shots on both sides of the body and from above the head with reasonable control. • Understand how to position their bodies to receive a ball coming from different heights and angles. • Recognise where there are spaces on an opponent’s court and try to hit into them. • Recognise which things they need to practise more. • Understand and apply net / court / wall principles to a range of small sided games (1 v 1, 2 v 2, 3 v 3). <p>Unit 2:</p> <ul style="list-style-type: none"> • Choose and use skills which meet the specific needs of the ball-handling invasion games (<i>e.g. passing by throwing, bouncing, receiving, carrying, dribbling and shooting</i>) • Understand and show how a team can retain possession and find ways of progressing towards an opponent’s goal; know how to mark an opponent effectively and defend a goal. 	<p>receiving, striking, dribbling and shooting skills when kicking or using an implement and adapt them to meet the needs of the situation.</p> <ul style="list-style-type: none"> • Play in a range of small sided games and make effective choices about when, how and where to pass so they retain possession and progress towards an opponent’s goal. • Know and understand the positions they play and identify and show specific attacking and defending skills (e.g. marking a player or a space, intercepting, dodging, moving into a space and shooting). • Understand how to organise their team into different formations to concentrate more on attack or on defence (e.g. “overload” the attack or give it numerical advantage) recognise how to transfer these principles to other invasion games. • Recognise and describe the best parts in an individual or team performance; identify aspects that need improvement and suggest how to improve them
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	<p>explain why particular rules have been made.</p> <ul style="list-style-type: none"> • Watch other games and recognise where they could have improved. • Know how to use space in games. <p>Unit 3:</p> <ul style="list-style-type: none"> • Strike a ball with reasonable control and accuracy at a target or over a net. • Select and use appropriate basic shots in different situations. • Understand simple principles and tactics and use them effectively in a game activity e.g. a long shot followed by a short one makes the return shot difficult for an opponent. • Play confidently and competitively in small sided games (2v2 and 3v3) and apply net/ wall principles to other activities. • Know and use the rules and keep games going without dispute. <p>Unit 4:</p> <ul style="list-style-type: none"> • Strike a ball with confidence and control and direct it accurately into a simple target area. 	<p>organise and keep their games going</p> <p>Unit 3:</p> <ul style="list-style-type: none"> • Play confidently in small sided invasion games using various formations (e.g. 3v1, 3v2, 3v3, 4v4) • Use a range of techniques to pass and travel with the ball (eg travel by carrying, bouncing, dribbling etc.) • Use a range of tactics to keep possession of the ball and get into position to shoot or score. • Understand how to dodge, mark, signal for the ball and intercept. • Play within the rules. • Recognise aspects that need improving. <p>Unit 4:</p> <ul style="list-style-type: none"> • Know and use different ways of sending into and fielding from different directions (eg fielding a ball coming directly towards or to one side of the fielder) • Throw accurately and be a reliable 'bowler' or 'feeder' of the ball (eg with one bounce, with no bounce) • Strike a ball along the ground or through the air in 	<ul style="list-style-type: none"> • Demonstrate a range of skills, using one hand or two hands, for passing and receiving; carry, bounce and dribble the ball in a controlled manner whilst moving. • Find and use space to help their team and use a variety of tactics to keep the ball. (eg changing speed and direction); work as a team in various small sided ball handling games and be able to transfer common principles of play and basic attacking strategies across the games. <p>Unit 3:</p> <ul style="list-style-type: none"> • Choose and use skills which meet the specific needs of kicking and implement invasion games (eg passing by kicking and striking, receiving, dribbling and shooting) • Understand and show how a team can retain possession and find ways of progressing towards an opponent's goal; how to mark an opponent effectively and defend a goal. • Demonstrate a range of skills using feet or implement for passing and receiving; dribble the ball in a controlled manner whilst moving. 	<p>Unit 2</p> <ul style="list-style-type: none"> • Play a variety of shots with intent when striking the ball after one bounce or on the volley. • Direct a ball into an opponent's court at different speeds, heights and angles and explain why they are doing it. • Evaluate the effectiveness of a shot and suggest ways of improving it. • Work cooperatively as a team in twos or small groups to create rules and play to them. • Play a range of small sided net/ wall games and apply basic common principles for attack and defence across the activities. <p>Unit 3:</p> <ul style="list-style-type: none"> • Know, understand and show the correct striking stance and direct the ball away from fielders using different angles and speeds. • Bowl in competitive situations and understand strategies that can be deployed between bowler/ wicket/ backstop/ bases.
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	<ul style="list-style-type: none"> • Receive the ball from one direction and throw or strike it away in another direction. • Understand and identify good striking and fielding techniques. • Make judgements about how best to intercept a ball travelling towards, to one side, or beyond the fielder. • Combine the skills to play effectively in a small sides striking / fielding game and use simple attacking and defending tactics e.g. work as a team to field the ball. • Understand and demonstrate the roles of a bowler, striker, fielder, backstop / wicket keeper. 	<p>different directions with control.</p> <ul style="list-style-type: none"> • Understand how to direct or place a ball into spaces in order to 'score' and how best to intercept and field the ball to return it. • Combine the skills to play small-sided striking/ fielding games to show an understanding of simple attacking and defending strategies. 	<ul style="list-style-type: none"> • Find and use space to help their team and use a variety of tactics to keep the ball (e.g. changing speed and direction) work as a team in various small sided kicking and implement invasion games and be able to transfer common principles of play and basic attacking strategies across the games. <p>Unit 4:</p> <ul style="list-style-type: none"> • Use a rounders bat or a cricket shaped bat with confidence. • Strike and throw the ball with reasonable accuracy and consistency. • Bowl underarm (or overarm) so the ball arrives appropriately for the batter to hit it. (Bowling with a bounce and without a bounce) • Understand when and how to move when fielding a ball. (e.g. move across the path of the ball to intercept it or move towards a ball travelling slowly and directly towards the fielder) • Play confidently in a range of small sided striking/ fielding games using different types of bats, balls and rules, and experience all roles. 	<ul style="list-style-type: none"> • Fields the ball and return it with an overarm throw and know when to run after hitting a ball. • Play confidently and effectively in a range of small sided / fielding games and work as a team e.g. fielders develop strategies to outwit the batters. • Recognise and identify what needs to be improved in their performance and can suggest ways of doing it. <p>Unit 4:</p> <ul style="list-style-type: none"> • Understand and demonstrate a range of controlled passing, receiving, dribbling and shooting skills when playing in ball handling invasion games and adapt them to meet the needs of the situation. • Play in a range of small sided games and make effective choices about when, how and where to pass so they retain possession and progress towards an opponent's goal. • Know and understand the positions they play and identify and show specific attacking and defending skills e.g. marking a player or a space intercepting,
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				<p>dodging, moving into space and shooting.</p> <ul style="list-style-type: none"> • Understand how to organise their team into different formations to concentrate more on attack or on defence e.g. 'overload' the attack or give it numerical advantage; recognise how to transfer these principles to other invasion games.
<p>Gymnastics</p>	<p>Unit 2:</p> <ul style="list-style-type: none"> • Know what symmetry and asymmetry means and identify and demonstrate symmetrical and asymmetrical balances on different body parts. • Travel, jump and roll or spin showing symmetrical and asymmetrical shapes emphasising legs together and apart, and working on different levels. • Understand and show how to link smoothly, travelling, jumping, turning and balancing movements and begin to analyse the work of others. • Perform a simple matching sequence side by side with a partner to show symmetrical and asymmetrical shapes. (e) further develop work by adapting and transferring ideas and skills onto 	<ul style="list-style-type: none"> • I can create a sequence of actions that fit a theme. • I can show changes of direction, speed and level during a performance. • I can travel in different ways, including using flight. • I can use equipment to vault in a variety of ways. • I can carry out balances, recognising the position of their centre of gravity and how this affects the balance. • I can perform a forward roll from standing, straddle forward roll, tucked backward roll, backward roll to straddle • I can perform a straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, straight jump half-turn, straight 	<p>Unit 3:</p> <ul style="list-style-type: none"> • Know and show a range of travelling and jumping activities initiated by pushing and pulling on the floor or apparatus. • Demonstrate pushing and/or pulling against the floor and pushing/pulling gripping on or against apparatus to hold a balanced position. • Travel using swinging to initiate the movement e.g. kicking horses, cartwheels, scissor jumps etc. • Identify and show various ways of gripping apparatus with hands and different body parts to climb, swing, spring onto/off/over or balance. • Link two jumps and three balances with travelling and rolling movements to create a sequence which uses planned 	<p>Unit :</p> <p>Understand, identify and use the terms synchronisation and canon.</p> <ul style="list-style-type: none"> • Understand and explore the possible variations in level speed and direction when working with a partner. • Join together a series of movements then synchronise them with a partner to show knowledge of various partner relationships. • Use rhythm and timing to produce a sequence of canon movement with a partner or small group. • Understand how to produce combined balances emphasising levels and shape and link three balances using canon and synchronisation to show an understanding of compositional principles.

	<p>appropriate apparatus at every stage of learning.</p>	<p>jump full-turn, cat leap, cat leap half-turn</p>	<p>variations in body shape, speed and direction.</p> <ul style="list-style-type: none"> Transfer the knowledge, skills and understanding onto apparatus and recognise how the possible range of activities is extended. 	<ul style="list-style-type: none"> Transfer skills and principles from floor to apparatus at every stage and adapt and transfer sequences
<p>Athletics</p>	<p>Unit 1:</p> <ul style="list-style-type: none"> Run at fast, medium and slow speeds and be able to change speed and direction. Create their own patterns and link jumping activities with some fluency, control and consistency. Confidently take part in a range of relay activities. Throw a range of objects/ equipment. Understand that they can change their method of throwing to be more accurate or throw further distances. Recognise when their heart rate, breathing and temperature have changed with activity. <p>Unit 2:</p> <ul style="list-style-type: none"> Run consistently and smoothly over different distances. Demonstrate different combinations of jumps. Throw a range of implements consistently and accurately 	<p>Unit 1:</p> <ul style="list-style-type: none"> Run at different speeds smoothly and with consistency. Demonstrate different combinations of jumps, showing control, co-ordination and consistency. Throw a range of objects into a target area accurately. Recognise that there are different throwing, running and jumping styles and be able to choose the appropriate one for different situations. Recognise that events make different demands on the body. Identify when the body is cool, warm, hot and record it. Watch and describe specific aspects of running, throwing and jumping and suggest ways of improving. <p>Unit 2:</p> <ul style="list-style-type: none"> Understand and demonstrate the difference between sprinting and 		<p>Unit 1:</p> <ul style="list-style-type: none"> Sustain their pace over longer distances. Throw with greater control, accuracy and efficiency. Perform a range of jumps showing power, control and consistency at both take-off and landing. Know and understand the basic principles of relay take overs and confidently take part in relay races. Explain how warming-up can affect performance and perform a range of warm-up activities. Watch a performance and be able to pick out the main strengths and weaknesses and suggest improvements. <p>Unit 2:</p> <ul style="list-style-type: none"> Sustain their pace over longer distances. Throw with greater control, accuracy and efficiency. Perform a range of jumps showing power, control and consistency at both take-off and landing,

	<ul style="list-style-type: none"> Recognise there are different styles of running, jumping and throwing and that they need to choose the appropriate one for the situation. Understand about pacing their activity. Carry out mobility and warm up activities safely. Observe and describe specific aspects of running, jumping and throwing styles. 	<p>running for sustained periods of time.</p> <ul style="list-style-type: none"> Know and demonstrate a range of throwing techniques. Throw with some accuracy and power into a target area. Perform a range of jumps, showing consistent techniques and sometimes using a short run-up. Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up. Compare and contrast performances using appropriate language. 		<ul style="list-style-type: none"> Know and understand the basic principles of relay take overs and confidently take part in relay races. Explain how warming up can affect performance and perform a range of warm up activities. Watch a performance and be able to pick out the main strengths and weaknesses and suggest improvements.
Outdoor adventures	<ul style="list-style-type: none"> I can orientate myself with accuracy around a short trail. 	<ul style="list-style-type: none"> I can start to recognise features of an orienteering course. 	<ul style="list-style-type: none"> I can create a short trail for others with a physical challenge. I can communicate clearly with other people in a team 	<ul style="list-style-type: none"> I can orientate myself with accuracy around an orienteering course. I can use navigation equipment to orientate around a course.
Swimming	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 			