

Dance Progression Grid

PE EYFS Key Stage 1 Lower Key Stage 2 Upper Key stage 2

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Area of Study: DANCE

	after exercise.		physical activity.		up and cooling down.	
Health and Fitness	Carry and place equipment safely.	Explain what they need to stay healthy	Explain why it is important to warm up and cool down.	Explain why exercise is good for your health.	Explain some safety principles when preparing for and during exercise.	Carry out warm-ups and cool downs safely and effectively.
Describe how the body feels when still and when exercising.	Recognise and describe how the body feels during and after different physical activities.	Recognise and describe the effects of exercise on the body.	Describe how the body reacts at different times and how this affects performance.	Know some reasons for warming up and cooling down.	Understand the importance of warming up and cooling down.	Know ways they can become healthier.
Describe how the body feels before, during and		Know the importance of strength and flexibility for		Know and understand the reasons for warming up and cooling down.		Understand why exercise is good for health, fitness and wellbeing.

Dance Skills	Join a range of different movements together.	Copy and repeat actions.	Copy, remember and repeat actions.	Begin to improvise with a partner to create a simple dance.	Identify and repeat the movement patterns and actions of a chosen dance style.	Identify and repeat the movement patterns and actions of a chosen dance style.	Identify and repeat the movement patterns and actions of a chosen dance style.
	Change the speed of their actions.	Put a sequence of actions together to create a motif.	Create a short motif inspired by a stimulus.	Create motifs from different stimuli.	Compose a dance that reflects the chosen dance style.	Compose individual, partner and group dances that reflect the chosen dance style.	Compose individual, partner and group dances that reflect the chosen dance style.
	Change the style of their movements.	Vary the speed of their actions.	Change the speed and level of their actions.	Begin to compare and adapt movements and motifs to create a larger sequence.	Confidently improvise with a partner or on their own.	Show a change of pace and timing in their movements.	Use dramatic expression in dance movements and motifs.
	Create a short movement phrase which demonstrates their own ideas.	Use simple choreographic devices such as unison, canon and mirroring.	Use simple choreographic devices such as unison, canon and mirroring.	Use simple dance vocabulary to compare and improve work.	Compose longer dance sequences in a small group.	Develop an awareness of their use of space.	Perform with confidence, using a range of movement patterns.
		Begin to improvise independently to create a simple dance.	Use different transitions within a dance motif.	Perform with some awareness of rhythm and expression.	Demonstrate precision and some control in response to stimuli.	Demonstrate imagination and creativity in the movements they devise in response to stimuli.	Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence.
			Move in time to music.		Begin to vary dynamics and develop actions and motifs in response	Use transitions to link motifs smoothly together.	Move appropriately and with the required style in
			Improve the timing of their actions.				

					to stimuli.		relation to the stimulus, e.g. using various
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						techniques with accuracy and control.	actions to create a complex sequence using a full range of movement.
							
				Demonstrate rhythm and spatial awareness.	Improvise with confidence, still demonstrating fluency	levels, ways of travelling and motifs.	Perform the sequence in time to music.
				Change parts of a dance as a result of self evaluation.	across the sequence.	Show a change of pace and timing in their movements.	Perform and apply a variety of skills and techniques confidently, consistently and with precision.
				Use simple dance vocabulary when comparing and improving work.	Ensure their actions fit the rhythm of the music.	Move rhythmically and accurately in dance sequences.	
					Modify parts of a sequence as a result of self and peer evaluation.	Improvise with confidence, still demonstrating fluency across their sequence.	
					Use more complex dance vocabulary to compare and improve work.	Dance with fluency and control, linking all movements and ensuring that transitions flow.	
						Demonstrate consistent precision when performing dance sequences.	
Compete/Per form	Perform using a range of actions and body parts with some coordination.	Perform sequences of their own composition with coordination.	Develop the quality of the actions in their performances.	Perform and create sequences with fluency and expression.		Modify some elements of a sequence as a result of self and peer evaluation.	
Control my body when performing a sequence of movements.	Begin to perform learnt skills with some control.	Perform learnt skills with increasing control.	Perform learnt skills and techniques with control and confidence.	Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music.	Use complex dance vocabulary to compare and improve work. Link	
		Compete against self and others.	Compete against self and others in a controlled manner.		Consistently perform and apply skills and		

Evaluate	Talk about what they have done.	Watch and describe performances.	Watch and describe performances, and use what they see to	Watch, describe and evaluate the effectiveness of a performance.	Watch, describe and evaluate the effectiveness of	Choose and use criteria to evaluate own and others' performances.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements
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				differences between their improved over time. work and that of others.		Modify their use of skills or techniques to achieve a better result.	their performance.
	Talk about what others have done. Begin to say how they could improve.	improve their own performance. Talk about the		Describe how their performance has	performances, giving ideas for improvements.		Explain why they have used particular skills or techniques, and the effect they have had on



Gymnastics Progression Grid

PE EYFS Key Stage 1 Lower Key Stage 2 Upper Key stage 2

		GYMNASTIC S					
Area of Study:		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Fitness	Describe how the body feels when still and when exercising.	feels before, during and after exercise.	Explain what they need to stay healthy	strength and flexibility forperformance. physical activity.	the reasons for warmingup and cooling down.	wellbeing.	
	Describe how the body	Carry and place equipment safely. Recognise and describe how the body feels during and after different physical	Recognise and describe the effects of exercise on the body.	Explain why it is important to warm up and cool down. Describe how the body reacts at different times and how this affects	Explain why exercise is good for your health. Know some reasons for warming up and cooling down. Know and understand	Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and	Know ways they can become healthier.
					Explain some safety principles when preparing for and during exercise. Understand the importance of warming		

Acquiring and Developing Skills in Gymnastics (General)	Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide).	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with	Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care.	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight.	Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
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space to another with control.	Carry out simple stretches. Carry out a range of simple jumps, landing safely.	Climb onto and jump off the equipment safely. Move with increasing control and care.	Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements	Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances	Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.	Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances
Begin to balance with control.	Move around, under, over, and through different objects and equipment.	Use turns whilst travelling in a variety of ways.	Improve the placement and alignment of body parts in balances.			
Move around, under, over, and through different objects and equipment. Travel in different ways, changing direction and speed.	Begin to move with control and care	Use a range of jumps in their sequences.	Use equipment to vault in a variety of ways.			
Hold still shapes and simple balances.	increasing control and balance.	Begin to use equipment to vault.				

The Gymnastic skills taught throughout the units can be broken down into these specific areas; rolls, jumps, vault work, handstands, cartwheels and round-offs, travelling and shapes and balances. This table maps out the progression of skills in each area to be taught in each year group. Please note – the age range is only a guide. All skills should be taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4, 5 and 6 if necessary.

				Forward roll from standing	Backward roll to straddle	Backward roll to straddle	
Rolls	Curled side roll (egg roll)	Curled side roll (egg roll) (controlled)	Teddy bear roll (controlled)	Tucked backward roll	Forward roll from standing	Forward roll from standing	Tucked backward roll
							Backward roll to straddle
Log roll (pencil roll)		Teddy bear roll (controlled)	Rocking for forward roll	Forward roll from standing	Straddle forward roll Pike	Straddle forward roll Pike	Backward roll to standing pike
		Log roll (controlled)	Crouched forward roll		forward roll		
Teddy bear roll		Curled side roll (egg roll) (controlled)		Straddle forward roll		forward roll	
Log roll (controlled)			Crouched forward roll		Tucked backward roll		Pike backward roll
				Tucked backward roll		Dive forward roll	

Jumps	Straight Jump	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump
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[illegible]

into round-off	Hurdle step	Hurdle step into	cartwheel	Hurdle step into round off			
Travelling and Linking actions	hop Hopscotch	Skipping	Galloping	jump half turn	Straight jump full turn	Chassis steps	Straight jump half turn
Tiptoe, step, jump and hop	Galloping	Tiptoe, step, jump and	Tiptoe, step, jump and	Cat leap	Cat leap	Straight jump full turn	Chassis steps
Tiptoe, step, jump and	Tiptoe, step, jump and	hop Hopscotch	hop Hopscotch	Chassis steps	Straight	hop Hopscotch	Straight jump half turn
	hop Hopscotch	Skipping	Chassis steps	jump half turn	Skipping	Tiptoe, step, jump and	Cat leap
	Skipping	Chassis steps	Straight				

Shapes & Balances	Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on	Large and small body part balances, including standing and kneeling balances Balances on	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner	1, 2, 3 and 4- point balances Balances on apparatus	1, 2, 3 and 4- point balances Balances on apparatus
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					Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy.	sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music.
		apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	Pike, tuck, star, straight, straddle shapes Front and back support	Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	 Full body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.
Compete/Per form	Perform using a range of actions and body parts with some coordination.	Perform sequences of their own composition with coordination.	Develop the quality of the actions in their performances.	Perform and create sequences with fluency and expression.	Perform own longer, more complex			
Control my body when performing a sequence of movements.								
Participate in simple games	Begin to perform learnt skills with some control.	Perform learnt skills with increasing control.	Perform learnt skills and techniques with control and confidence.					

Evaluate	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve	Watch and describe performances and use what they see to improve their own performance. Talk about the differences between their work and that of	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
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			others.				
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Games Progression Grid

PE EYFS Key Stage 1 Lower Key Stage 2 Upper Key stage 2

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Area of Study: GAMES

Health and Fitness	Describe how the body feels when	Describe how the body feels before and after exercise.	Recognise and describe how the body feels during and after	Recognise and describe the effects of exercise on the body.	Describe how the body reacts at different times	Know and understand the reasons for warming up and cooling down.	Understand the importance of arming up and cooling down.
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		activities.					healthier.
		Explain what they need to stay healthy.		Explain why it is important to warm up and cool-down.	Know some reasons for warming up and cooling down.		
	still and when exercising. Carry and place equipment safely.						Carry out warm ups and cool downs safely and effectively.
			and how this affects performance.			Understand why exercise is good for health, fitness and	
		Know the importance of strength and flexibility for physical activity.		Explain why exercise is good for your health.	Explain some safety principles wellbeing.		
Striking and hitting a ball	different physical increasing control.		distance.			Know ways they can become game.	striking or hitting.
Hit a ball with a bat or a racquet.	Learn skills for playing striking and fielding games.	Develop a range of skills in striking and fielding where appropriate.	Use a bat or stick to hit a ball or shuttlecock with accuracy and control.	Use at least two different shots in game.	Identify and apply techniques for hitting a tennis ball.	Practise techniques for all strokes.	Understand how to serve in order to start a game.
Use hitting skills in a game.		Practise the correct batting technique and use it in a game.	Accurately serve underarm.	Use hand-eye coordination to strike a moving and stationary ball.	Explore when different shots are bets used.	Hit a bowled ball over longer distances.	
Practise basic striking, sending and receiving.	Position the body to strike a ball.	Demonstrate successful hitting and striking skills.	Build a rally with a partner.	Use different techniques to hit a ball.	Develop a backhand technique and use it in a	Use good hand-eye coordination to be able to direct a ball when	
Strike or hit a ball with							



Throwing and Catching a Ball	Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow).	Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Throw and catch accurately and successfully under pressure in a game
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	control a ball.	to side, forwards and backwards) with control and fluency.	Use kicking skills in a game.	Move with the ball in a variety of ways with some control.		together.
			Use dribbling skills in a game.	Use two different ways of moving with a ball in a game.		
Travelling with a Ball	Travel with a ball in different ways.	a ball. Vary types of throw used.			Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success.
	Travel with a ball in different directions (side object at a target.	Bounce and kick a ball whilst moving.	Develop a safe and effective overarm bowl.			Use ball skills in various ways and begin to link together with fluency, e.g. passing and receiving the ball on the move.
Use equipment to	Pass the ball to another player in a game. Use kicking skills in a game.	in different ways. Pass the ball in two different ways in a game situation with some success.	increasing speed, accuracy and success in a game situation	techniques in a game situation.		
	Know how to pass the ball	Pass the ball with	Pass a ball with speed and accuracy using appropriate	Choose and make the best pass in a game situation and link a range of skills		
Passing a Ball	Kick an	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.		Keep and win back possession of the ball effectively in a team game.		effectively and in a variety of ways in a team game.
Possession	Know how to keep and win back possession of the ball in a team game.			Keep and win back possession of the ball		

complicated rules to play a game successfully.
 Communicate plans to others during a game.
 Lead others during a game.
 Perform and apply a variety of skills and techniques confidently, consistently and with precision.
 Take part in competitive games with a strong understanding of tactics and composition.

Evaluate	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements
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Athletics Progression Grid

PE EYFS Key Stage 1 Lower Key Stage 2 Upper Key stage 2

Area of Study:
 ATHLETICS
 Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Health and Fitness	Describe how the body feels when still and when exercising.	Describe how the body feels before and after exercise.	Recognise and describe how the body feels during and after	Recognise and describe the effects of exercise on the body.	Describe how the body reacts at different times and how this affects performance.	Know and understand the reasons for warming up and cooling down.	Understand the importance of warming up and cooling down.
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				travelling. Run with basic techniques following a curved line.	action. Begin to combine running with jumping over hurdles.	Speed up and slow down smoothly.	
			different physical activities.	Be able to maintain and control a run over different distances.			Carry out warm-ups and cool downs safely and effectively.
	Vary their pace and speed when running.	Explain what they need to stay healthy.			Explain why exercise is good for your health.	Explain some safety principles when preparing for and during exercise.	Understand why exercise is good for health, fitness and wellbeing.
	Run with a basic technique over different distances.						
Running	Run in different ways for a variety of purposes.	Show good posture and balance.	Run at different paces, describing the different paces.	Know the importance of strength and flexibility for physical activity.	Know some reasons for warming up and cooling down.		Know ways they can become healthier. Build up speed quickly for a sprint finish.
	Jog and sprint in a straight line.	Use a variety of different stride lengths.		Explain why it is important to warm up and cool down.	Confidently demonstrate an improved technique for sprinting.	Identify their reaction times when performing a sprint start.	Use their preferred leg when running over hurdles.
	Change direction when jogging and sprinting.	Travel at different speeds.		Identify and demonstrate how different techniques can affect their performance.	Perform a relay, focusing on the baton changeover technique.	Accelerate from a variety of different starting positions.	Accelerate to pass other competitors
Carry and place equipment safely.	Maintain control as they change direction when jogging and sprinting.	Begin to select the most suitable pace and speed for distance.			Develop a fluent changeover.	Confidently and independently select the most appropriate pace for different distances and different parts of a run.	Work as a team to competitively perform a relay.
		Vary the speed and direction in which they are		Focus on their arm and leg			

Jumping	Jump in a range of ways, landing safely.	Perform different types of jumps. Perform a short jumping sequence. Jump as high and as far as possible. Land safely and with control.	Perform and compare different types of jumps. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control.	Use one and two feet to take off and to land with. Develop an effective take off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely with control.	Learn how to combine a hop, step and jump to perform the triple jump. Land safely with control. Begin to measure the distance jumped.	Improve techniques for jumping for distance. Perform an effective standing long jump. Land safely and with control. Investigate different jumping techniques.	Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and
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achieve greater distance. techniques to throw for increased distance.

increased distance.



support others in improving their performance.

Perform and apply different types of jumps in other contexts.

Work with a partner to develop the control of their jumps.

Investigate the best jumps to cover different distances.

Choose the most appropriate jumps to cover different distances.

Throwing Roll equipment in different ways.

Throw underarm and overarm.

Throw different types of equipment in different ways, for accuracy and distance.

Throw with greater control and accuracy.

Perform a pull throw.

Perform a fling throw.

Throw Underarm.

Throw a ball towards a target with increasing accuracy.

Throw with accuracy at targets of different heights.

Show increasing control in their overarm throw.

Measure the distance of their throws.

Throw a variety of implements using a range of throwing techniques.

Develop the technique for the push, pull and fling throw and support others in improving their performance.

Throw an object at a target.

Improve the distance they can throw by using more power.

Investigate ways to alter their throwing technique to

Perform a push throw.

Continue to develop techniques to throw for increased distance.

Measure and record the distance of their throws.

Accurately measure and record the distance of their throws.

Continue to develop

Continue to develop techniques to throw for

Control their body, when performing a sequence of movements.

Engage in competitive activities and team games.

and others.

Perform learnt skills and techniques with control and confidence.

Perform and apply skills and techniques with control and accuracy.

and apply skills and techniques with accuracy and control.

Perform and apply a variety of skills and techniques confidently, consistently and with precision.

understanding of tactics and composition.

Participate in simple games.

Perform learnt skills with increasing control.

Compete against self and others in a controlled manner.

Take part in a range of competitive games and activities.

Take part in competitive games with strong understanding of tactics and composition.

Take part in competitive games with a strong

Compete/Per form

Begin to perform learnt skills with some control.

Compete against self

Consistently perform

Evaluate	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances and use what they see to improve their own performances. Talk about differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.
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Outdoor Adventure Progression Grid

PE EYFS Key Stage 1 Lower Key Stage 2 Upper Key stage 2

Study:

OUTDOOR ADVENTURE

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Recepti on

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Area of

Health and Fitness

Recognise and describe the effects of exercise on the body.

Know the importance of strength and flexibility for physical activity.

Explain why it is important to warm up and cool down
Describe how the body reacts at

different times and how this affects performance.

Explain why exercise is good for your health.

Know some reasons for warming up and cooling down

Know and understand the reasons for warming up and cooling down.

Explain some safety principles when preparing for and during exercise
Understand the importance of warming up and cooling down.

Carry out warm-ups and cool downs safely and effectively.

Understand why exercise is good for health, fitness and wellbeing.

Know ways they can become healthier accuracy around an orienteering course when under pressure.

Trails Orienteer themselves with increasing confidence and accuracy around a short trail.

Orienteer themselves with accuracy around a short trail.

Create a short trail for others with a physical challenge.

Start to recognise features of an orienteering course.
Start to orientate themselves with increasing confidence and accuracy around an orienteering

course.

Design an orienteering course that can be followed and offers some challenge to others.

Begin to use navigation equipment to orientate around a trail.

Orienteer themselves with confidence and

Design an orienteering course that is clear to follow and offers challenge to others.

Use navigation equipment (maps, compasses) to improve the trail.

Problem - solving				Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.	Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities	Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.
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Preparation and Organisation

Communication

Compete/Perform

Evaluate

Begin to choose equipment that is appropriate for an activity.
Associate the meaning of a key in the context of the environment.
Try a range of equipment for creating and completing an activity.

Communicate clearly and effectively with others. when under pressure.
Work effectively as part of a team.

of improving completion time.
Offer an evaluation of both personal performances and activities.

Start to improve trails to increase the challenge of the course.

Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow

Choose the best equipment for an outdoor activity.

Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.

Offer a detailed and effective evaluation of both personal performances and activities.

Improve a trail to increase the

Create an outdoor activity that challenges others.

Create a simple plan of an activity for others to follow.

Identify the quickest route to accurately navigate an orienteering course.



Communicate clearly and effectively with others demonstrating leadership skills

Work effectively as part of a team, challenge of the course.
Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.

Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and

Choose the best equipment for an outdoor activity.

Prepare an orienteering course for others to follow.

Identify the quickest route to accurately navigate an orienteering course.

Manage an orienteering event for others to compete in.

improving performance.

Listen to feedback and improve an orienteering course from it.



Modify their use of skills or techniques

and the effect they have had on their

					to achieve a better result	performance.	
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