



Two Mile Ash School Physical Education



INTENT

National Curriculum

Confident Individuals

Responsible Citizens

Successful Learners

At Two Mile Ash School, we believe that Physical Education (PE), physical activity & school sport plays a vital part of school life and our children's future health and well-being. It is therefore important our children understand the importance of leading a healthy, active lifestyle to prepare them for secondary school and beyond.

Our intent is to provide an inspirational, broad and balanced PE curriculum that ensures ALL children develop a love of physical activity. We aim to harvest this joy through the enhancement of existing skills, the learning of new skills and the introduction to new sports, clubs, school teams and external clubs.

Two Mile Ash School believes that regularly participating in physical activity and sporting activity is a key element of developing a school in which pupils are proud of the community in which they belong. Therefore, great emphasis is placed upon providing additional sporting opportunities beyond the 'classroom'. Our extra-curricular programme consists of many after-school clubs, inter-house and intra-school competition and festivals as well as directly supporting local clubs within Milton Keynes.

It is our intent to fully deliver and build upon the aims of the national curriculum for PE to meet the needs of our pupils. The aims of PE national curriculum (2014) are:

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

We believe this links directly with our school's vision & values, and is another way in which we positively engage with our local community and are active citizens within it.

Essential Objectives (Our End Points)

What we want children to be able to do or know by the time they leave.

Confident Individuals

Responsible Citizens

Successful Learners

Physical Education

To outwit opponents through games activities

To accurately replicate action
gymnas

To explore and communicate ideas and emotions through dance
To identify and solve problems through outdoor and adventurous
activities

To perform at maximum level
swimming activities

Long Term Plan (What's taught when)

PE

Years 3 and 4 - Milestone 2



MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><u>Year 3</u></p> <p><u>E.O To develop practical skills in order to participate, compete and lead a healthy lifestyle.</u></p> <p><u>Fundamental skills</u></p> <ul style="list-style-type: none"> • There are some good examples of skills developing and strengths are emerging in some areas. • Throwing and catching is becoming accurate, ball skills are developing and there is some development of more advanced tactics. • Fair play is understood and there is some good cooperation with team-mates. <p><u>Invasion Games-Football</u></p> <ul style="list-style-type: none"> • Generally, skills are developing well in most areas. Control and accuracy are developing well in a range of situations. • Advanced tactics are devised and used well to gain advantage over opponents. • Fair play is generally adopted and there is a good level of communication and cooperation with team mates. <p><u>Fitness/Indoor athletics</u></p> <ul style="list-style-type: none"> • Generally, athletics skills well developed. • Sprints are becoming powerful and an ability to converse energy over longer distances gives a competitive advantage. • Jumping is becoming strong and landings controlled • Throwing is becoming accurate and powerful. 	<p><u>Year 3</u></p> <p><u>E.O to develop practical skills in order to participate, compete and lead a healthy lifestyle.</u></p> <p><u>OAA</u></p> <ul style="list-style-type: none"> • Outdoor Adventurous activity skills are generally developing well. • The right equipment is brought to activates and there is a good awareness of risks and steps are suggested to help manage them. • Teamwork is well developed including some leadership responsibilities. • Orientation skills are well developed. <p><u>Gym</u></p> <ul style="list-style-type: none"> • Generally, gymnastics skills are developing well in most areas. Planning and refinement is effective and sequences are clear, fluent and expressive. • Good changes in direction, speed, levels and balance are fluent. • Alignment and there is a good awareness of body position. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Skills developing well in most areas. • Planning and performances of sequences of moves are well devolved and movement is clear, fluent and expressive. • Dances convey a definite idea well and strength and suppleness is shown in well-coordinated changes in height, speed, level and direction. 	<p><u>Year 3</u></p> <p><u>E.O to develop practical skills in order to participate, compete and lead a healthy lifestyle.</u></p> <p><u>Striking and fielding</u></p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Generally, athletics skills well developed. • Sprints are becoming powerful and an ability to converse energy over longer distances gives a competitive advantage. • Jumping is becoming strong and landings controlled. • Throwing is becoming accurate and powerful. <p><u>Rounders</u></p> <ul style="list-style-type: none"> • Generally, skills are developing well in most areas. • Control and accuracy are developing well in a range of situations. • Advanced tactics are devised and used well to gain advantage over opponents. • Fair play is generally adopted and there is a good level of communication and cooperation with team mates. <p><u>Tennis</u></p> <ul style="list-style-type: none"> • Generally, skills are developing well in most areas. • Control and accuracy are developing well in a range of situations. • Advanced tactics are devised and used well to gain advantage over opponents. • Fair play is generally adopted and there is a good level of communication and cooperation with team mates. <p><u>Year 4</u></p>

Year 4

E.O to develop practical skills in order to participate, compete and lead a healthy lifestyle.

Badminton

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

Invasion Games-Football

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

Hockey

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

Indoor Athletics

- Athletics skills very well developed in all areas and highly developed in some.
- Sprints are powerful and speed is sustained over distance, whilst over longer distances, careful planning of pace conserves energy.
- Throwing is accurate and powerful.

Swimming

- Swimming skills are well developed in all areas where they are highly developed.
- Speed is achieved very well and more than one stroke is used. There is fluent, coordinated

Invasion Games/Netball

- Generally, skills are developing well in most areas.
- Control and accuracy are developing well in a range of situations.
- Advanced tactics are devised and used well to gain advantage over opponents.
- Fair play is generally adopted and there is a good level of communication and cooperation with team mates.

Year 4

E.O to develop practical skills in order to participate, compete and lead a healthy lifestyle.

OAA

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

Gym

- Gymnastics skills are well developed in all areas and there are a few areas where they are highly developed.
- Planning of exceptionally well-refined sequences that are fluent and expressive are performed with high level of control and poise.
- Dynamic movement that is gained through excellent strength, balance and awareness of body position.

Dance

- Dance skills are well developed in all areas and there are few areas where they are highly developed.
- Performances show excellent movement that is strong, fluent, coordinated and highly expressive.
- Ideas for expressing a mood are defined and implemented extremely effectively.

E.O To develop practical skills in order to participate, compete and lead a healthy lifestyle.

Athletics

- Athletics skills very well developed in all areas and highly developed in some.
- Sprints are powerful and speed is sustained over distance, whilst over longer distances, careful planning of pace conserves energy.
- Throwing is accurate and powerful.

Rounders

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

Tennis

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

Swimming

- Swimming skills are well developed in all areas where they are highly developed.
- Speed is achieved very well and more than one stroke is used.
- There is fluent, coordinated movement at and below the surface of the water.

<p>movement at and below the surface of the water.</p>	<ul style="list-style-type: none"> • Shapes are strong and stretches show a high level of suppleness. <p>Netball</p> <ul style="list-style-type: none"> • Skills are well developed in almost all areas where they are highly developed. • Excellent control, accuracy and well-devised tactics are shown which outwits opponents. • Fair play is always paramount and there is an excellent sense of team. <p>Swimming</p> <ul style="list-style-type: none"> • Swimming skills are well developed in all areas where they are highly developed. • Speed is achieved very well and more than one stroke is used. • There is fluent, coordinated movement at and below the surface of the water. 	
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PE Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<u>Year 5</u> <u>E.O: To develop practical skills in order to</u>	<u>Year 5</u> <u>E.O: To develop practical skills in order to</u>	<u>Year 5</u> <u>E.O: To develop practical skills in order to</u>

participate, compete and lead a healthy life style.

Hockey

- Generally, games skills are well developed in most areas. Control and coordination is good and tactic, moves and techniques well developed.
- Solo and team efforts are sustained in a wide range of game situations.
- The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents. Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play.

Badminton and Basketball

- Generally, games skills are well developed in most areas. Control and coordination is good and tactic, moves and techniques well developed.
- Solo and team efforts are sustained in a wide range of game situations.
- The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents. Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play.

Athletics

- Athletics skills are generally well developed in most areas.
- Sprinting with hurdles is well developed over 60 metres and good decisions are made on body position for running over a variety of distances.
- Throwing is generally accurate and refinements through analysis of technique are naturally made.
- Take-offs and landings are controlled and targets to beat personal bests in a range of activities are set.

participate, compete and lead a healthy life style.

OAA

- Outdoor and adventurous activity skills are generally well developed.
- The correct equipment is selected and packed appropriately. Possible risks are identified and suggestions given as to how they may be minimised, seeking the advice of experts, if required.
- Both leadership and team roles are embraced and some good examples of showing support and encouragement are developing.
- Experts are always consulted if there is any doubt and a positive outlook maintained throughout.
- There is a good awareness of the need to watch out for changing conditions, adapting plans as necessary.

Gym

- Gymnastics skills are generally well developed in most areas. Complex sequences contain a full range of movement are executed.
- Strong, fluent and expressive shapes are held well, including set pieces.
- Appropriate linking elements are chosen and decisions about speed, direction, level and body rotation are well made. Strong position shows a good bodily awareness. The use of equipment to vault and swing is developing well.

Dance

- Dance skills are generally well developed in most areas. Composition of pieces is creative and imaginative and performances strong with good posture.
- More complex sequences are developed, which show original and expressive ideas.
- A good mixture of high energy and slower, more graceful movements are planned and sustained throughout a performance.
- There is a strong display of strength and stamina and a good use of gymnastic skills.

participate, compete and lead a healthy life style.

Cricket

- Generally, games skills are well developed in most areas. Control and coordination is good and tactic, moves and techniques well developed.
- Solo and team efforts are sustained in a wide range of game situations.
- The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents. Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play.

Tennis

- Generally, games skills are well developed in most areas. Control and coordination is good and tactic, moves and techniques well developed.
- Solo and team efforts are sustained in a wide range of game situations.
- The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents. Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play.

Rounders

- Generally, games skills are well developed in most areas. Control and coordination is good and tactic, moves and techniques well developed.
- Solo and team efforts are sustained in a wide range of game situations.
- The direction of play is usually anticipated and used

Year 6

E.O: To develop practical skills in order to participate, compete and lead a healthy life style.

Badminton

- Games skills are well developed in all areas and highly developed in some.
- Exceptional control and coordination is shown in a wide range of situations.
- Tactics are very well planned.
- Competitive efforts are sustained in a wide range of situations.
- Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents.
- The roles of leader and team player are very well developed and there is a strong spirit of fair play.

Hockey

- Games skills are well developed in all areas and highly developed in some.
- Exceptional control and coordination is shown in a wide range of situations.
- Tactics are very well planned.
- Competitive efforts are sustained in a wide range of situations.
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Indoor Athletics

Rugby

- Generally, games skills are well developed in most areas. Control and coordination is good and tactic, moves and techniques well developed.
- Solo and team efforts are sustained in a wide range of game situations.
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- Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play.

Year 6

E.O: To develop practical skills in order to participate, compete and lead a healthy life style.

OAA

- Outdoor and adventurous activity skills are well developed in all areas and in some they are highly developed.
- Possible risks beyond the obvious are identified and very good suggestions given on how to minimise them.
- A very watchful eye is given to changing conditions and plans are adapted accordingly.
- Advice of experts is always sought if there is any doubt.
- Both leadership and team roles are embraced in a wide variety of different contexts and some excellent examples of support and encouragement rallies the morale of others.
- A positive outlook and good companionship which gains the respect and commitment of a team are displayed.

GYM

- Gymnastics skills are well developed in all areas and highly developed in some.

to plan ahead, giving a competitive advantage over opponents. Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play.

Athletics

- Athletics skills are generally well developed in most areas.
- Sprinting with hurdles is well developed over 60 metres and good decisions are made on body position for running over a variety of distances.
- Throwing is generally accurate and refinements through analysis of technique are naturally made.
- Take-offs and landings are controlled and targets to beat personal bests in a range of activities are set

Year 6

E.O: To develop practical skills in order to participate, compete and lead a healthy life style.

Cricket

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- Competitive efforts are sustained in a wide range of situations.
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- The roles of leader and team player are very well developed and there is a strong spirit of fair play.

Rounders

- Games skills are well developed in all areas and highly developed in some.

- Athletics skills are well developed in all areas and highly developed in some.
- Sprinting with hurdles over 60 meters is very efficient and there are some good awareness of different running positions required for a variety of distances.
- Throwing is very accurate and there is a high degree of analysis of technique.
- Take-offs and landings are very accurate and well planned. Targets to beat personal bests are made and achieved.

Basketball

- Games skills are well developed in all areas and highly developed in some.
- Exceptional control and coordination is shown in a wide range of situations.
- Tactics are very well planned.
- Competitive efforts are sustained in a wide range of situations.
- Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents.
- The roles of leader and team player are very well developed and there is a strong spirit of fair play.

- Complex sequences are very well executed and show excellent fluency and expression.
- Highly appropriate linking elements are chosen and variations in speed, direction, level and body rotation are very well judged.
- Confident and controlled use of equipment to vault and swing is developing.

Dance

- Dance skills are well developed in all areas and are highly developed in some.
- Compositions are excellent and show highly creative and imaginative ideas.
- Performances are very strong and show excellent body position and posture.
- Complex sequences are devised and contain highly original and expressive ideas.
- Well-judged changes very appropriately.
- Strength and stamina are exceptional.

Rugby

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- Exceptional control and coordination is shown in a wide range of situations.
- Tactics are very well planned.
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Progression of
Skills



Physical Education

Knowledge at



**Essential Objective:
To outwit opponents through games activities**

		MILESTONE 1 - End of Year 2	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
HEAD	Skills		<ul style="list-style-type: none"> Communicate with team mates to apply simple tactics 	<ul style="list-style-type: none"> Identify when they were successful and what they need to do to improve. To use the rules of the game honestly and consistently (including as official) Recognise own and other' strengths and weaknesses and suggest ways to improve.
	Knowledge		<ul style="list-style-type: none"> To understand more rules of the game and begin to use them Develop an understanding of tactics and begin to use them in games Use knowledge of key terminology to give feedback To understand how to improve their performance. 	<ul style="list-style-type: none"> To understand the rules of the game and apply them honestly (including as official) To understand the need for tactics in different situations Know the positions they can play in within the game
HANDS	Skills		<p>Invasion Games</p> <p>To able to:</p> <ul style="list-style-type: none"> dribble, pass, receive and shoot with control find space away from others move with a ball towards goal with increasing control track an opponent to slow them down. move to space to help team keep possession and score delay an opponent to prevent them scoring. <p>Striking and Fielding Games</p> <p>To be able to:</p> <ul style="list-style-type: none"> bowl a ball towards a target with some 	<p>Invasion Games</p> <p>To be able to:</p> <ul style="list-style-type: none"> dribble, pass, receive and shoot with increasing control under pressure often make the correct decision of who to pass to and when select the correct action for the situation use tracking and intercepting in defence create and use space to help my team use marking, tackling and/or interception to improve their defence <p>Striking and Fielding Games</p> <p>To be able to:</p>

			<p>accuracy and consistency</p> <ul style="list-style-type: none"> • begin to strike a bowled ball after one bounce/with adapted equipment • use overarm and underarm throwing and catching skills with increased accuracy. <p>Net/Wall and Target Games</p> <p>To be able to:</p> <ul style="list-style-type: none"> • return a ball to a partner • use basic racket skills (grip / ball balancing / ball juggling) • accurately underarm throw & catch a ball with a partner • sometimes play a continuous game/rally • return to ready position to defend own side of the court. 	<ul style="list-style-type: none"> • bowl a ball underarm with increased accuracy and consistency • to begin to strike a ball with a cricket/rounders bat • develop a wider range of fielding skills • use a wider range of skills with increasing control under pressure • to strike a bowled ball with increasing consistency • to begin to demonstrate the correct overarm bowling technique. <p>Net/Wall and Target Games</p> <p>To be able to:</p> <ul style="list-style-type: none"> • develop a wider range of skills and use these under some pressure (bump / forehand / backhand) • use a wider range of skills with increasing control under pressure (including serving / volley / spike / dig / set) • begin to apply different skills to different game situations • select the appropriate action for a situation • play cooperatively with a partner.
HEART	Skills		<ul style="list-style-type: none"> • Work cooperatively within a group to self-manage games • To begin to play honestly and fairly. • Communicate ideas when working with others to manage a game • To play with fairness and honesty. 	<ul style="list-style-type: none"> • Be able to work cooperatively with others to manage a game • To play with fairness and honesty • Use feedback to improve their work.
	Knowledge		<ul style="list-style-type: none"> • Understand the benefits of exercise 	<ul style="list-style-type: none"> • To identify how different activities can benefit

			<ul style="list-style-type: none"> To explain what happens to the body when we exercise and how this keeps you healthy 	<p>health</p> <ul style="list-style-type: none"> To explain what happens to the body when we exercise To understand there are different areas of fitness
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<p style="text-align: center;">Essential Objective: To accurately replicate actions, phrases and sequences through gymnastic activities</p>			
	MILESTONE 1 - End of Year 2	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
HEAD	Skills	<ul style="list-style-type: none"> With help, recognise how performances can be improved. To suggest possible improvements in own and others' performances. 	<ul style="list-style-type: none"> To use criteria to make simple judgements about performances and suggest ways they can be improved. To use feedback to improve their work
	Knowledge	<ul style="list-style-type: none"> To use key words to give feedback To identify some muscle groups used in gymnastics activities 	<ul style="list-style-type: none"> To use knowledge of appropriate key language to evaluate and refine own and others' work To understand how to work safely.

HANDS	Skills	<p>To be able to:</p> <ul style="list-style-type: none"> complete actions with increasing balance and control (point/patch balances, rolls and jumps) move in unison with a partner. use body tension to improve control and quality of movements To safely perform balances individually and with a partner. 	<p>To be able to:</p> <ul style="list-style-type: none"> use strength and flexibility to improve the quality of performance create and perform sequences using apparatus, individually and with a partner use canon and matching/mirroring when performing combine and perform actions, shapes and balances with control and fluency show examples of counter balance and tension with a partner
HEART	Skills	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> To lead a partner through a short warm-up routine To work collaboratively with others to create a sequence
	Knowledge	<ul style="list-style-type: none"> To understand the benefits of exercise. To explain what happens to the body when we exercise. 	<ul style="list-style-type: none"> Understand how to work safely when learning

Essential Objective:			
To explore and communicate ideas and emotions through dance activities			
	MILESTONE 1 - End of Year 2	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
HEAD	Skills		<ul style="list-style-type: none"> To evaluate and refine own and others' work
	Knowledge	<ul style="list-style-type: none"> To use knowledge of key words to provide feedback. Use appropriate language and vocabulary to 	<ul style="list-style-type: none"> To use key terminology to suggest ways to improve own/others work.

		provide feedback within lessons.	
HANDS	Skills	<p>To be able to:</p> <ul style="list-style-type: none"> • use dynamic and expressive qualities in relation to an idea • create short dance phrases that communicate an idea • repeat, remember and perform a dance phrase. • use changes in timing and spacing to develop a dance • choose actions and dynamics to convey an idea • copy and remember set choreography • Use simple movement patterns to structure dance phrases on own, with a partner and in a small group • Use counts to stay in time. 	<p>To be able to:</p> <ul style="list-style-type: none"> • refine the use of actions, dynamics, relationships and space • choreograph phrases considering actions and dynamics • accurately copy and repeat set choreography • confidently perform clearly and fluently, showing good sense of timing • Use counts to stay in time. • refine the use of actions, dynamics and relationships to represent ideas, emotions and feelings • choreograph a dance safely using as prop • perform confidently and fluently with accuracy and good timing • Use counts when choreographing to improve the quality of work produced.
	Knowledge		
HEART	Skills	<ul style="list-style-type: none"> • To be respectful of others when watching them perform • To work with a partner and small group, sharing ideas. • 	<ul style="list-style-type: none"> • To lead a group through a short warm-up routine • To use feedback to improve their work. • To work creatively and imaginatively on own, with a partner and a small group.
	Knowledge	<ul style="list-style-type: none"> • To understand the benefits of exercise • To explain what happens to the body when we exercise 	<ul style="list-style-type: none"> • To identify how dance activities can benefit physical health • To understand there are different areas of fitness and how they help in dance activities

Essential Objective:
To perform at maximum levels through athletic, fitness and swimming activities

	MILESTONE 1 - End of Year 2	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
HEAD	Skills	Athletics <ul style="list-style-type: none"> To identify when they are successful and how they can improve. 	Athletics <ul style="list-style-type: none"> To identify good performance and explain why it is good To help others improve their technique using key teaching points.
	Knowledge		Swimming <ul style="list-style-type: none"> To explain several pool rules that help to keep them safe.
HANDS	Skills	Athletics <p>To be able to:</p> <ul style="list-style-type: none"> successfully take part in a relay improve sprinting technique develop jumping for distance and height throw a variety of objects for accuracy and distance 	Athletics <p>To be able to:</p> <ul style="list-style-type: none"> choose the best pace for a running event perform a range of jumps showing some technique show control at take-off and landing in jumping events

		<ul style="list-style-type: none"> • safely land when jumping • start running in a relay at the appropriate time • jump for distance and height with balance and control • throw with some accuracy and power towards a target 	<ul style="list-style-type: none"> • show accuracy and power when throwing for distance • select and apply the best pace for a running event • perform jumps for height and distance using good rhythm and coordination • show accuracy and good technique when throwing for distance <p>Swimming</p> <p>To be able to:</p> <ul style="list-style-type: none"> • float on front and back • use arms and legs together to move across the water • glide on both front and back • roll from front to back and regain a standing position • swim over a distance of at least 10m with buoyancy aid / unaided • perform safe self-rescue • use a range of strokes effectively • swim confidently over a distance of at least 25m.
HEART	Skills	<ul style="list-style-type: none"> • To work with a partner and in a small group, sharing ideas • To support and encourage others to do their best • To show determination to improve their personal best. 	<ul style="list-style-type: none"> • To take on the role of coach, official and timer when working in a group • To use strategies to persevere to achieve personal best • To show fair play and honesty.
	Knowledge	<ul style="list-style-type: none"> • To understand why it is important to warm-up 	<ul style="list-style-type: none"> • To understand how stamina and power help performance in different activities.

			<ul style="list-style-type: none"> • To understand there are different areas of fitness • To understand the benefits of regular exercise.
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**Essential Objective:
To identify and solve problems through outdoor and adventurous activities**

	MILESTONE 1 - End of Year 2	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
HEAD	Skills	<ul style="list-style-type: none"> • To plan and apply strategies to solve problems • To reflect on successes in challenges. 	<ul style="list-style-type: none"> • To use critical thinking skills to approach a task and solve challenges • To reflect on successes when solving challenges and adapt in order to improve
HANDS	Skills	<p>To be able to:</p> <ul style="list-style-type: none"> • follow and give instructions • develop map reading skills • demonstrate sustained running in orienteering activities. • confidently communicate ideas and listen to others • identify key symbols on a map and help navigate around a grid • show stamina within running challenges 	<p>To be able to:</p> <ul style="list-style-type: none"> • orientate a map confidently • navigate around a course using a map • demonstrate increased endurance within orienteering challenges. • orientate a map efficiently to navigate around a course • demonstrate sustained effort when running within orienteering challenges.
HEART	Skills	<ul style="list-style-type: none"> • To listen and be accepting of others' ideas • To work collaboratively with a partner and in a small group. 	<ul style="list-style-type: none"> • To be inclusive of others and share job roles / lead as appropriate • To work effectively with others, sharing ideas and agreeing on strategy. • To share ideas within a group, selecting and

			applying the best method to solve a problem
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Example Knowledge organiser

Yr 5 & 6 Spring 1 Outdoor and Adventurous Activities (OAA)



Essential Objectives:

To identify and solve problems



Key vocabulary

Year 5	Year 6
Tactical	Critical thinking
Orienteering	Location
Leader	Strategy
Control Card	Co-operatively
Navigation	Symbol
Orienteering	Boundaries

Problem Solving



OAA KNOWLEDGE

Year 5

Know how to be inclusive of others and share job roles
 Navigate around a course using a map
 Understand how to orientate a map confidently
 Understand how to approach a task effectively
 Know how to work effectively with a partner and a small group, sharing ideas and agreeing on a strategy

Year 6

Know how to be inclusive of others, share job roles and lead when necessary
 Understand how to orientate a map efficiently to navigate around a course
 Know how to pool ideas within a group, selecting and applying the best method to solve a problem
 Know how to work effectively with a partner and a group to solve challenges

Link From



Y3/4 OAA -
 Accurately follow and give instructions
 Confidently communicate ideas and listen to others
 Identify key symbols on a map and use a key
 Plan and apply strategies
 Reflect on successes
 Work collaboratively with a partner and small group

Link To



KS3 OAA -
 Build on and embed physical development and skills learnt at KS2
 Become more competent, confident and expert techniques
 Understand what makes performance effective
 Develop confidence and interest.



OAA SKILLS

Problem Solving:

- Explore tactical planning within a team
- Pool ideas within a group, selecting and applying best methods

Navigational Skills:

- Develop navigational skills and map reading in tasks including orienteering
- Orientate a map effectively to navigate around a course

Communication:

- Explore a variety of communication methods
- Share job roles and lead when necessary

Reflection:

- Reflect on when they were successful and alter methods in order to improve.

Cross curricular knowledge links:

- Geography - map reading / key symbols
- Maths - coordinates / grid on maps

Example Knowledge organiser

Yr 3 & 4 Spring 1 Outdoor and Adventurous Activities (OAA)



Essential Objectives:

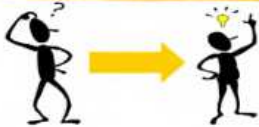
To identify and solve problems



Key vocabulary

Year 3:	Year 4:
Navigate	Collaborative
Grid	Symbol
Plan	Orienteer
Rules	Inclusive
Route	Effectively
Discuss	
Trust	

Problem Solving



OAA KNOWLEDGE

Year 3	Year 4
Understand how to read a map Know how to follow and give instructions Understand how to listen to and be accepting of others' ideas Know how to plan strategies to solve problems Understand how to work collaboratively with a partner and a small group	Identify how to accurately follow and give instructions confidently communicate ideas and listen to others Know key symbols on a map and use a key to help navigate around a grid Know how to plan and apply strategies to solve problems Understand how to work collaboratively and effectively with a partner and small group

Link From

Y2- OAA -

Follow instructions carefully
 Say when I was successful
 Share ideas and help solve tasks
 Work co-operatively with a partner

Link To

Y5/6-

Inclusive of others and share job roles
 Navigate around a course using a map
 Reflect on when I was successful and alter methods to improve
 Use critical thinking to approach a task



OAA SKILLS

Problem Solving:

- Plan individually and in small groups
- implement a strategy

Navigational Skills:

- Identify key symbols on a map
- Use a key to help navigate around
- Develop map reading skills

Communication:

- Confidently communicate ideas and listen to others
- Follow and give instructions
- Accepting of others ideas

Reflection:

- Reflect on when and why they were successful at solving challenges

Cross curricular knowledge links:

- Geography - map reading / key symbols
- Maths - coordinates / grid on maps

Vocabulary Progression



Physical Education

	MILESTONE 1 - End of Year 2	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
GAMES	pass, team, tag, safely, forwards, backwards, balance, space, defender, attacker, points, score, dribbling, partner, receive, possession, send, goal, teammate, dodge, chest pass, bounce pass, catch, throw, ready position, net, underarm, quickly, trap, return, collect, against, hit, target, fielder, batter, bowler, roll, kick, send, aim, collect.	receiver, interception, footwork, rebound, mark, travelling, playing area, tracking, outwit, opposition, opponent, contact, pivot, court, field, pitch, grip, strike, wicket, rounder, batting, backstop, wicket keeper, fielding, bowl, stance, retrieve, stumped, short barrier, two-handed pick up, serve, racket, accurately, rally, receiver, backhand, forehand, overhead, shoulder, release	tactics, offside, control, foul, support, pressure, obstruction, onside, consecutive, formation, consistently, conceding, dictate, turnover, contest, shut down, overtake, tracking, backing up, co-operatively, drive hit, defensive hit, volley, set, dig, deep, forecourt, backcourt, defensive, attacking, sportsmanship, tournament
DANCE	move, copy, shape, space, around, travel, sideways, forwards, backwards, counts, pose, level, slow, fast, balance, mirror, action, pathway, direction, speed, timing.	flow, explore, create, perform, match, feedback, expression, reaction, dynamics, unison, control.	formation, posture, performance, canon, relationship, choreograph, phrase, contrast, structure, fluently, connect.
GYMNASTICS	move, copy, shape, over, space, rock, around, safely, travel, forwards, backwards, sideways, action, jump, roll, level, direction, speed, point, balance. link, pathway, sequence, tuck, straddle, speed, star, pike.	flow, explore, create, matching, interesting, control, contrasting, technique, quality, apparatus, perform, extension, inverted, tension	symmetrical, asymmetrical, rotation, synchronisation, aesthetics, progression, canon, formation, momentum, counterbalance, fluently, counter tension, stability, flexibility.
SWIMMING	exit, enter, front, travel, rules, safely, kicking, back, pulling, gliding, splash, floating, unaided, breathing.	sculling, crawl, breaststroke, submersion, rotation, backstroke, stroke, huddle, alternate, survival, treading water, buoyancy.	exhale, flutter kick, surface, somersault, personal best, inhale.
ATHLETICS	push, stop, jump, space, forwards, backwards, safely, balance, far, fast, improve, hop, slow, direction, aim, bend, travel. sprint, jog, distance, height, take-off, landing, overarm, underarm.	speed, strength, accurately, higher, pace, control, faster, further, power, stamina, officiate, perseverance, determination, accuracy, personal best, coordination, stamina, healthy, distance	technique, upsweep, down sweep, flight, rhythm, stride, rotation, trajectory, continuous pace, force, compete, momentum, transfer of weight, record, analyse, measure, agility
OUTDOOR AND ADVENTUROUS ACTIVITIES	team, share, path, listen, space, travel, follow, safely, lead, co-operate, teamwork, solve, instructions, support, map, direction, successful, communicate, pace, jog, sprint.	rules, route, trust, navigate, grid, discuss, plan, leader, inclusive, effectively, orientate, symbol, stamina, healthy, progress, distance	collaborate, collective, navigation, tactical, control card, orienteering, boundaries, location, critical thinking, symbol, co-operatively, strategy

Assessment Criteria



Physical Education
Milestone 2





PHYSICAL EDUCATION - MILESTONE 2			
Essential Objective: To outwit opponents through games activities			
KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
HANDS – The demonstration of physical skills including throwing, catching, striking and fielding.	<p>dribble, pass, receive and shoot with some control</p> <p>find space away from others</p> <p>move with a ball towards goal with increasing control</p> <p>track an opponent to slow them down.</p> <p>bowl a ball towards a target</p> <p>begin to strike a bowled ball after one bounce</p> <p>use overarm and underarm throwing and catching skills.</p> <p>return a ball to a partner</p> <p>use basic racket skills (grip / ball balancing)</p> <p>accurately underarm throw & catch a ball with a partner.</p>	<p>dribble, pass, receive and shoot with increasing control</p> <p>move to space to help team keep possession and score</p> <p>delay an opponent to prevent them scoring.</p> <p>bowl a ball with some accuracy and consistency</p> <p>strike a bowled ball after a bounce/with adapted equipment</p> <p>use overarm and underarm throwing and catching skills with increased accuracy.</p> <p>sometimes play a continuous game/rally</p> <p>I can use a range of basic racket skills (grip / ball balancing / ball juggling)</p> <p>return to ready position to defend own side of the court.</p>	<p>dribble, pass, receive and shoot with some control under pressure</p> <p>often make the correct decision of who to pass to and when</p> <p>use tracking and intercepting in defence.</p> <p>bowl a ball underarm with increased accuracy and consistency</p> <p>begin to strike a ball with a cricket/rounders bat</p> <p>develop a wider range of fielding skills.</p> <p>develop a wider range of skills and use these under some pressure (forehand / backhand)</p> <p>begin to apply different skills to different game situations</p> <p>begin to play cooperatively with a partner</p>
HEAD – The thinking skills required to make appropriate decisions, follow rules and understand key vocabulary.	<p>Understand more of the rules of the game and begin to use them</p> <p>Developing an understanding of tactics and beginning to use them in games</p> <p>Use key words to give feedback.</p>	<p>Understand more rules of the game and begin to use them</p> <p>Communicate with team mates to apply simple tactics</p> <p>Use key terminology to give feedback</p> <p>Understand how to improve their performance.</p>	<p>Understand the rules of the game and apply them honestly (incl. as official)</p> <p>Understand the need for tactics in different situations</p> <p>Know some of the positions they can play in within the game</p> <p>Identify when they were successful and what they need to do to improve.</p>
HEART – The ability to play fairly, lead others and be respectful	<p>Understand the benefits of exercise</p> <p>Work cooperatively within a group to self-manage games</p>	<p>Explain what happens to the body when we exercise and how this keeps you healthy</p> <p>Be able to share ideas when working with others to manage a game</p>	<p>Identify how different activities can benefit health</p> <p>Be able to work cooperatively with others to manage a game</p>

and honest to others.	Begin to play honestly and fairly.	Play with fairness and honesty.	Play with fairness and honesty Explain what happens to the body when we exercise Use feedback to improve their work.
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PHYSICAL EDUCATION - MILESTONE 2			
Essential Objective: To accurately replicate actions, phrases and sequences through gymnastics activities			
KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
HANDS – The demonstration of physical skills with control and fluency.	complete actions with increasing balance and control (point/patch balances, rolls and jumps) move in unison with a partner.	Understand how body tension can improve control and quality of movements Safely perform balances individually and with a partner.	use strength and flexibility to improve the quality of performance create and perform sequences using apparatus, individually and with a partner use canon and matching/mirroring when performing.
HEAD – The thinking skills shown to sequence movement clearly and understanding of key vocabulary.	Use key words to give feedback With help, recognise how performances can be improved.	Identify some muscle groups used in gymnastics activities Suggest possible improvements in own and others' performances.	Use criteria to make simple judgements about performances and suggest ways they can be improved.
HEART – The ability to support others and work cooperatively.	Understand the benefits of exercise.	Explain what happens to the body when we exercise.	Work safely when learning Lead a partner through a short warm-up routine

PHYSICAL EDUCATION - MILESTONE 2			
Essential Objective: To explore and communicate ideas and emotions through dance activities			
KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
HANDS – The demonstration of physical skills when performing dances with expression.	use dynamic and expressive qualities in relation to an idea create short dance phrases that communicate an idea repeat, remember and perform a dance phrase.	use changes in timing and spacing to develop a dance choose actions and dynamics to convey an idea copy and remember set choreography Use simple movement patterns to structure dance phrases on own, with a partner and in a small group	refine the use of actions, dynamics, relationships and space choreograph phrases considering actions and dynamics accurately copy and repeat set choreography confidently perform clearly and fluently, showing good sense of timing

		Use counts to stay in time.	Use counts to stay in time
HEAD – The thinking skills shown to create dances that show ideas and emotions.	use key words to provide feedback	Use appropriate language to provide feedback with lessons.	use key terminology to suggest ways to improve own/others work
HEART – The ability to work well with others and identify how to maintain a healthy, active lifestyle.	be respectful of others when watching them perform understand the benefits of exercise work with a partner and small group, sharing ideas.	be respectful of others when watching them perform explain what happens to the body when we exercise	lead a group through a short warm-up routine identify how dance activities can benefit physical health use feedback to improve their work.

PHYSICAL EDUCATION - MILESTONE 2 Essential Objective: To perform at maximum levels through athletic and fitness activities			
KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
HANDS – The demonstration of physical skills when running, jumping and throwing.	successfully take part in a relay improve sprinting technique develop jumping for distance and height throw a variety of objects for accuracy and distance safely land when jumping.	take part in a relay knowing when to start running demonstrate sprinting and jogging techniques jump for distance and height with balance and control throw with some accuracy and power towards a target.	choose the best pace for a running event perform a range of jumps showing some technique show control at take-off and landing in jumping events show accuracy and power when throwing for distance.
HEAD – The thinking skills shown when making decisions in athletics events as well as understanding key vocabulary.	identify when they are successful.	identify when they are successful and how they can improve.	identify good performance and explain why it is good.
HEART – The ability	work with a partner and in a	support and encourage others to do their	take on the role of coach, official and timer

to work at maximum levels when competing fairly and honestly.	small group, sharing ideas understand why it is important to warm-up	best show determination to improve their personal best.	when working in a group understand how stamina and power help performance in different activities.
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PHYSICAL EDUCATION - MILESTONE 2 Essential Objective: To identify and solve problems through outdoor and adventurous activities			
KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
HANDS – The demonstration of physical skills when completing a range of Outdoor and Adventurous Activities.	follow and give instructions develop map reading skills demonstrate sustained running in orienteering activities.	accurately follow and give instructions confidently communicate ideas and listen to others identify key symbols on a map and help navigate around a grid show stamina within running challenges.	orientate a map confidently navigate around a course using a map demonstrate increased endurance within orienteering challenges.
HEAD – The thinking skills shown when working in small groups and making decisions as part of a team or individually.	plan and attempt to apply strategies to solve problems reflect on successes in challenges.	plan and apply strategies to solve problems reflect on when and why they were successful at solving challenges.	use critical thinking skills to approach a task reflect on successes when solving challenges and adapt in order to improve
HEART – The ability to work well with others, manage risks and demonstrate resilience.	listen and accepting of others’ ideas work collaboratively with a partner and in a small group.	work collaboratively and effectively with a partner and a small group	be inclusive of others and share job roles work effectively with others, sharing ideas and agreeing on strategy.

Physical Education

Milestone 3



PHYSICAL EDUCATION - MILESTONE 3

Essential Objective: To outwit opponents through games activities

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
<p>HANDS – The demonstration of physical skills including throwing, catching, striking and fielding.</p>	<p>dribble, pass, receive and shoot with some control under pressure often make the correct decision of who to pass to and when use tracking and intercepting in defence. bowl a ball underarm with increased accuracy and consistency begin to strike a ball with a cricket/rounders bat develop a wider range of fielding skills. develop a wider range of skills and use these under some pressure (forehand / backhand) begin to apply different skills to different game situations begin to play cooperatively with a partner</p>	<p>dribble, pass, receive and shoot with increasing control under pressure quickly select the correct action for the situation create and use space to help my team use marking, tackling and/or interception to improve their defence. use a wider range of skills with increasing control under pressure strike a bowled ball with increasing consistency begin to demonstrate the correct overarm bowling technique. use a wider range of skills with increasing control under pressure (including serving / volley) select the appropriate action for a situation play cooperatively with a partner.</p>	<p>dribble, pass, receive and shoot with consistency under pressure quickly select the correct action for any pressured situation anticipate and use space to help my team use marking, tackling and/or interception in effective defence. use a wider range of skills with consistency under pressure strike a bowled ball with consistency and power demonstrate the correct overarm bowling technique with fluency use a wider range of skills with control under pressure (including serving / volley / slice / top spin) quickly select the appropriate action for a situation play cooperatively and competitively with a partner.</p>
<p>HEAD – The thinking skills required to make appropriate decisions, follow rules and understand key vocabulary.</p>	<p>understand the rules of the game and apply them honestly (incl. as official) understand the need for tactics in different situations Know some of the positions they can play in within the game Identify when they were successful and what they need to do to improve.</p>	<p>Use the rules of the game honestly and consistently (as official) Understand the need for tactics and apply some in different situations Know the positions they can play in within the game Recognise own and other' strengths and weaknesses and suggest ways to improve.</p>	<p>Use the rules of the game honestly and consistently using correct signals (as official) Understand the need for tactics and apply a range in different situations Know the demands of different positions they can play in within the game Recognise own and other' strengths and weaknesses and suggest ways to improve.</p>

HEART – The ability to play fairly, lead others and be respectful and honest to others.	Identify how different activities can benefit health Able to work cooperatively with others to manage a game Play with fairness and honesty Explain what happens to the body when we exercise Use feedback to improve their work.	Identify how different activities can benefit health Understand there are different areas of fitness Able to work cooperatively with others to manage a game Use feedback to improve their work Play fairly and honestly.	Identify how different activities can benefit health and identify ways they can change own habits. Understand there are different areas of fitness and know what these are. Able to work cooperatively with others to lead and manage a game Use feedback to improve their work Play fairly and honestly.
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PHYSICAL EDUCATION - MILESTONE 3 Essential Objective: To accurately replicate actions, phrases and sequences through gymnastics activities			
KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
HANDS – The demonstration of physical skills with control and fluency.	use strength and flexibility to improve the quality of performance create and perform sequences using apparatus, individually and with a partner use canon and matching/mirroring when performing.	combine and perform actions, shapes and balances with control and fluency show examples of counter balance and tension with a partner	combine and perform a range of actions, shapes and balances with fluency, strength and agility. show examples of inverted and rotational movements Perform a range of actions in flight including vaults.
HEAD – The thinking skills shown to sequence movement clearly and understanding of key vocabulary.	Use criteria to make simple judgements about performances and suggest ways they can be improved.	use appropriate language to evaluate and refine own and others’ work use feedback to improve their work understand how to work safely.	evaluate and refine own and others’ work using key terminology. Able to offer support when safely working with a partner and understand methods to ensure safety.
HEART – The ability to support others and work cooperatively.	Work safely when learning Lead a partner through a short warm-up routine	Work collaboratively with others to create a sequence Lead a warm-up	Lead others to create a sequence which includes a range of high-end skills. Lead a full-body warm-up including stretches specific to gymnastics.

PHYSICAL EDUCATION - MILESTONE 3 Essential Objective: To explore and communicate ideas and emotions through dance activities			
KEY INDICATORS	BASIC	ADVANCING	DEEP

	(Y5 WA, Y6 WT)	(Y5 GD, Y6 WA)	(Y6 GD)
HANDS – The demonstration of physical skills when performing dances with expression.	refine the use of actions, dynamics, relationships and space choreograph phrases considering actions and dynamics accurately copy and repeat set choreography confidently perform clearly and fluently, showing good sense of timing Use counts to stay in time	refine the use of actions, dynamics and relationships to represent ideas, emotions and feelings choreograph a dance safely using as prop perform confidently and fluently with accuracy and good timing Use counts when choreographing to improve the quality of work produced.	Use a range of fluent actions, dynamics and relationships to represent ideas, emotions and feelings choreograph a group dance using a series of props perform confidently, controlled and fluently with accuracy and excellent timing Use counts when choreographing and lead others to reach high standards in performance.
HEAD – The thinking skills shown to create dances that show ideas and emotions.	Use key terminology to suggest ways to improve own/others work	Use appropriate language to evaluate and refine own and others' work.	Use appropriate language to evaluate and refine own and others' work.
HEART – The ability to work well with others and identify how to maintain a healthy, active lifestyle.	Lead a group through a short warm-up routine Identify how dance activities can benefit physical health Use feedback to improve their work.	Understand there are different areas of fitness and how they help in dance activities Lead a small group through a short warm-up routine Work creatively and imaginatively on own, with a partner and a small group.	Identify the areas of fitness specific to dance activities Lead a class through a dance specific warm-up routine Work creatively and imaginatively on own, with a partner and a small group.

PHYSICAL EDUCATION - MILESTONE 3			
Essential Objective: To perform at maximum levels through athletic, fitness and swimming activities			
KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
HANDS – The demonstration of physical skills when running, jumping, throwing and swimming unaided.	Athletics choose the best pace for a running event perform a range of jumps showing some technique show control at take-off and landing in jumping events show accuracy and power when throwing for distance.	Athletics select and apply the best pace for a running event perform jumps for height and distance using good rhythm and coordination show accuracy and good technique when throwing for distance. Swimming perform safe self-rescue	Athletics select and sustain a fast pace in a distance running event perform excellent jumps for height and distance using rhythm and coordination show accuracy, power and excellent technique when throwing for distance. Swimming perform a series of safe self-rescue

	Swimming float on front and back use arms and legs together to move across the water glide on both front and back roll from front to back and regain a standing position swim over a distance of at least 10m with buoyancy aid / unaided	use a range of strokes effectively swim confidently over a distance of at least 25m.	use a range of strokes effectively Perform a range of safe surface dives Able to effectively collect items from the pool floor. swim confidently over a distance of 25m+
HEAD – The thinking skills shown when making decisions in athletics events as well as understanding key vocabulary.	Athletics identify good performance and explain why it is good. Swimming explain several pool rules that help to keep them safe.	Athletics help others improve their technique using key teaching points. Swimming able to identify several methods linked to rescue situations practiced	Athletics demonstrate and support to others techniques to improve their performance Identify why techniques are used in athletic events for efficiency and best results Swimming demonstrate and support to others techniques to improve their performance
HEART – The ability to work at maximum levels when competing fairly and honestly. Understanding of water safety.	Athletics take on the role of coach, official and timer when working in a group understand how stamina and power help performance in different activities. Swimming understand the benefits of regular exercise.	understand there are different areas of fitness use strategies to persevere to achieve personal best show fair play and honesty. Swimming Identify components of fitness linked to swimming	Identify components of fitness specific to different athletics events. Demonstrate sustained and consistent effort across a range of athletics events Able to lead and support others through small group challenges and warm-ups. Swimming Demonstrate sustained effort when swimming for distance.

PHYSICAL EDUCATION - MILESTONE 3			
Essential Objective: To identify and solve problems through outdoor and adventurous activities			
KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
HANDS – The demonstration of physical skills when completing a range of Outdoor and Adventurous Activities.	orientate a map confidently navigate around a course using a map demonstrate increased endurance within orienteering challenges.	orientate a map efficiently to navigate around a course demonstrate sustained effort when running within orienteering challenges.	orientate a map efficiently to navigate around a course whilst moving at speed. Perform a range of challenges on own and with others under pressure.

<p>HEAD – The thinking skills shown when working in small groups and making decisions as part of a team or individually.</p>	<p>use critical thinking skills to approach a task reflect on successes when solving challenges and adapt in order to improve</p>	<p>use critical thinking skills to solve challenges reflect on successes and alter methods to improve.</p>	<p>use critical thinking skills to solve challenges and communicate these with others both verbally and non-verbally. reflect on successes and alter methods to improve. Act decisively when decision making.</p>
<p>HEART – The ability to work well with others, manage risks and demonstrate resilience.</p>	<p>be inclusive of others and share job roles work effectively with others, sharing ideas and agreeing on strategy.</p>	<p>share ideas within a group, selecting and applying the best method to solve a problem be inclusive of others, sharing roles / lead as appropriate</p>	<p>listen to and share ideas within a group, cooperatively selecting and applying the best method to solve a problem lead others effectively through challenges demonstrating patience and positive language when communicating.</p>