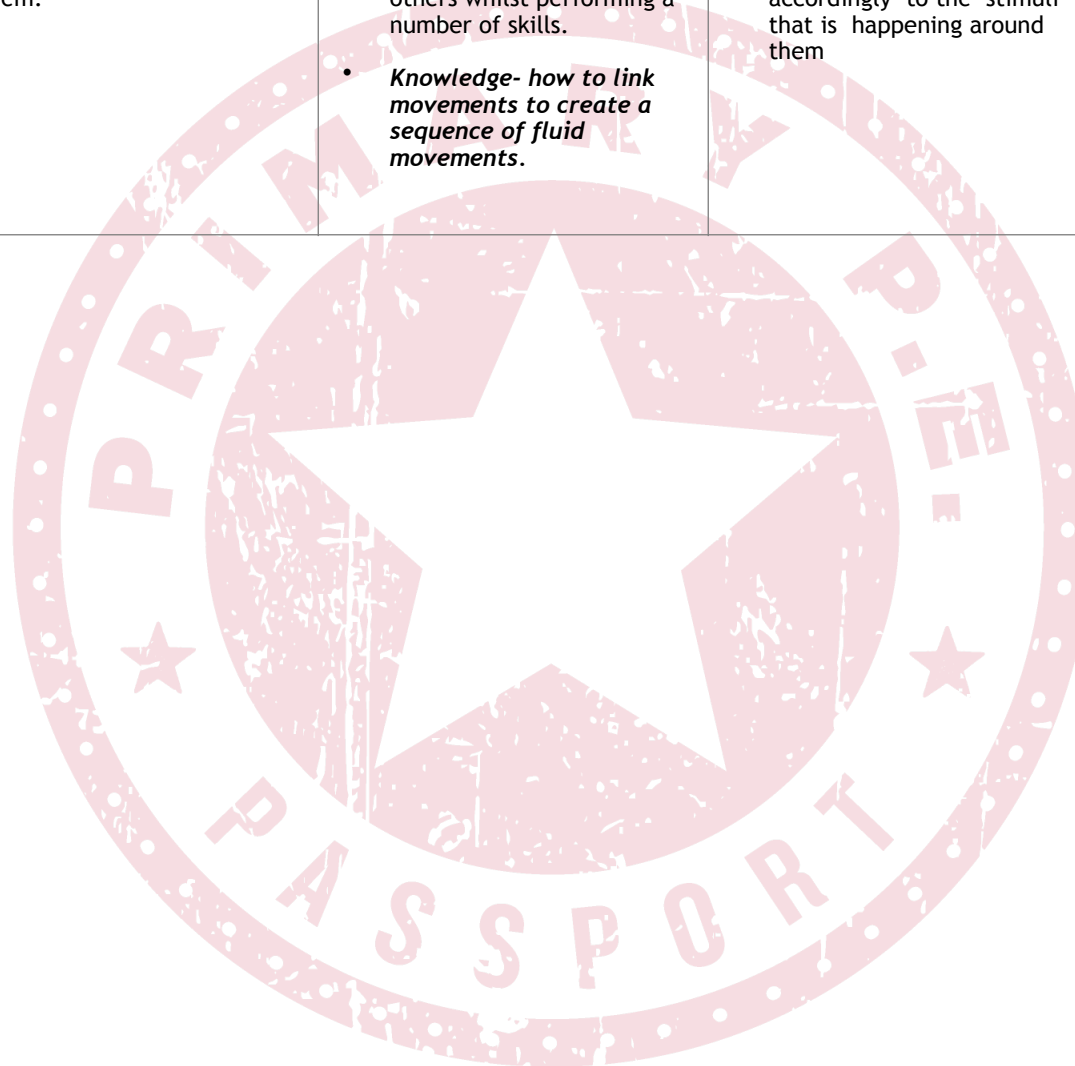


Suggested curriculum/assessment alignment

Desired outcomes	Year groups			
	3	4	5	6
<p>Warms up prior to exercise and is able to sustain performance over periods of time.</p>	<ul style="list-style-type: none"> Joins in warm ups enthusiastically and shares ideas with others. Can sustain intensity during physical activity. Knowledge - that humans, need the right types and amount of nutrition and that humans get nutrition from what they eat 	<ul style="list-style-type: none"> Can lead a warm up with a partner and explain the importance of warming up. Can sustain intensity during more exacting physical activity. Knowledge- can make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet 	<ul style="list-style-type: none"> Leads warm ups with a partner confidently using a range of movements. Can explain why it's important to warm up. Can sustain demanding physical activity. Knowledge- knows how to pace themselves and how to recover between short burst of energy 	<ul style="list-style-type: none"> Leads warm ups to a large group confidently showing a wide range of appropriate movements and can explain why it's important to warm up. Demonstrates good stamina and intensity throughout demanding physical activity. Knowledge- can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of lifestyle on the way their bodies function.
<p>Has a sense of anticipation; can find space and is aware of others.</p>	<ul style="list-style-type: none"> Is usually in a position of readiness and focused Doesn't crowd around the ball. Is able to find space to receive passes. Knowledge - what a position of readiness or position of 'Triple threat' is. 	<ul style="list-style-type: none"> Is often in a position of readiness. Uses the width of the pitch. Knowledge - knows how to move away from defenders 	<ul style="list-style-type: none"> Always has weight on balls of feet and is focused. Knows where opponents and teammates are. Adjusts own movements according to the game situation. Knowledge - knows that if marked well they need to move elsewhere 	<ul style="list-style-type: none"> Always has weight on balls of feet and is focused. Knows where opponents and teammates are and adjusts own movements accordingly. Makes good decisions and takes up dangerous spaces. Knowledge- knows how to create space for others

<p>Demonstrates agility, balance, coordination and precision.</p>	<ul style="list-style-type: none"> Is able to change direction off either foot and can perform a range of skills accurately and consistently. <i>Knowledge - humans have skeletons and muscles for support, protection and movement.</i> 	<ul style="list-style-type: none"> Is able to change direction off either foot. Performs a wide range of skills accurately and consistently. <i>Knowledge- understands why precision is important in sports</i> 	<ul style="list-style-type: none"> Is able to change direction off either foot responding to different game situations. Performs a range of skills accurately and consistently. <i>Knowledge- understands what constitutes good technique.</i> 	<ul style="list-style-type: none"> Is able to change direction off either foot in response to game situations and performs a range of more complex skills accurately and consistently. <i>Knowledge-understands a range of ways to outwit an opponent/s across a variety of disciplines</i>
	3	4	5	6
<p>Performs with control and poise.</p>	<ul style="list-style-type: none"> Takes time when in possession and when executing skills. Knowledge - that activities can often be more composed if we take care and time. 	<ul style="list-style-type: none"> Can carry out skills efficiently without rushing. Knowledge - that rushing can lead to errors in performance 	<ul style="list-style-type: none"> Is composed and focused and able to affect performance of others by making good decisions. <i>Knowledge- that timing is crucial for good performance</i> 	<ul style="list-style-type: none"> Is composed, confident and focused and able to affect performance of others by making good decisions. <i>Knowledge - that decisions are influenced by external live factors.</i>
<p>Understands how to work alongside and against others when attacking and defending</p>	<ul style="list-style-type: none"> Moves forward to support at appropriate times and works hard to get behind the ball when defending. <i>Knowledge- that best defence involves all team members and players supporting when in attack.</i> 	<ul style="list-style-type: none"> Changes position in response to different circumstances within games knowing when teammates need support either in attack or defence. 	<ul style="list-style-type: none"> Supports others both in attack and defence. Understands the importance of width when attacking and when to press and drop off when defending. <i>Knowledge- that players will not always stay rigidly in one position and that fluidity within teams is important.</i> 	<ul style="list-style-type: none"> Supports others in attack by overlapping and underlapping, understanding the importance of width and support when attacking and when to press and when to drop off when defending. <i>Knowledge - how to create overlaps and underlaps</i>

<p>Links skills to perform actions and sequences of movement.</p>	<ul style="list-style-type: none"> • Can perform at least 2 skills in tandem. 	<ul style="list-style-type: none"> • Moves safely in response to others whilst performing a number of skills. • <i>Knowledge- how to link movements to create a sequence of fluid movements.</i> 	<ul style="list-style-type: none"> • Moves and responds accordingly to the stimuli that is happening around them 	<ul style="list-style-type: none"> • Able to combine a number of skills efficiently whilst responding to a changing environment.
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Year groups	3	4	5	6
Communicates effectively and listens to others.	<ul style="list-style-type: none"> Listens to the opinions of others and can communicate verbally and non- verbally to show what they want. <i>Knowledge - how to listen actively</i> 	<ul style="list-style-type: none"> Listens to the opinions of others and can communicate persuasively verbally and non- verbally to show what they want. <i>Knowledge- recognises when they need help and to develop the skills to ask for help</i> 	<ul style="list-style-type: none"> Able to listen to others and understand their point of view. Able to articulate a way forward for a group. 	<ul style="list-style-type: none"> Demonstrates good body language whilst actively listening to others. Puts own relevant opinions across succinctly.
Thinks creatively to find solutions to challenges.	<ul style="list-style-type: none"> Can solve a problem independently to a solution given time to think. 	<ul style="list-style-type: none"> Thinks imaginatively to solve a problem arriving at a solution which they can communicate to others within a group 	<ul style="list-style-type: none"> Communicates with others and uses their own thoughts and that of others to solve a problem arriving at a solution which they can communicate to others. 	<ul style="list-style-type: none"> Prepared to take risks when adapting to different 'live situations' and can find a solution and implement it.

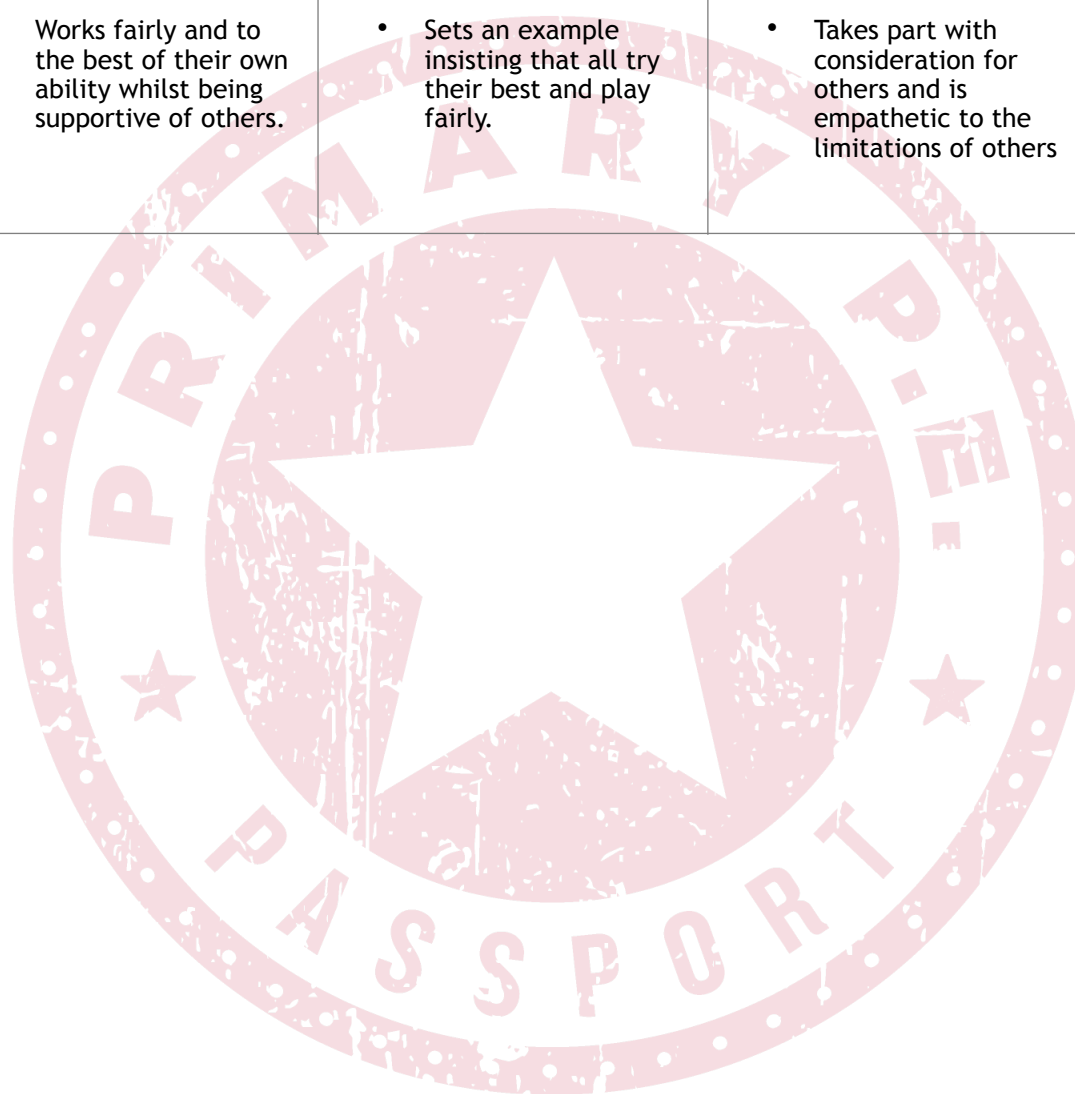
<p>Works well with others in a range of contexts.</p>	<ul style="list-style-type: none"> • Works well with both sexes and shows support for children less able. • Knowledge- that their actions affect themselves and others 	<ul style="list-style-type: none"> • Enjoys being challenged even when out of their own personal comfort zone. Works well independently and within a team. • Knowledge Recognises and challenge stereotypes 	<ul style="list-style-type: none"> • Shows a desire to improve individually and is able to get the best out of others by considering the needs of the team before themselves • Knowledge- can work collaboratively towards shared goals 	<ul style="list-style-type: none"> • Intrinsically motivated they thrive on personal challenge and accept responsibility as a member of the team when things are not going to plan. • Knowledge - listens and responds respectfully, feels confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.
<p>Reflective and able to recognise success in self and others.</p>	<ul style="list-style-type: none"> • Knows how they have performed and • Knowledge- what constitutes good performance. 	<ul style="list-style-type: none"> • Able to identify Most Valuable Player based on the school games Values. • Knowledge - understand the school games values 	<ul style="list-style-type: none"> • Able to analyse own and others' performance against a success criteria. • Knowledge - can give rich and constructive feedback and support to benefit others as well as themselves 	<ul style="list-style-type: none"> • Able to identify highest attaining players and those making most progress from their starting points.

<p>Evaluates the work of others using correct technical language.</p>	<ul style="list-style-type: none"> • Can explain what others have done well using some technical vocabulary. • Knowledge- technical vocabulary across different areas of physical education 	<ul style="list-style-type: none"> • Can say what is good and needs improving using reasoning. • Knowledge - reflects on and celebrates their achievements, identify their strengths and areas for improvement, set high aspirations and goals 	<ul style="list-style-type: none"> • Able to analyse and evaluate own strengths and areas for development and can articulate to peers what success looks like. 	<ul style="list-style-type: none"> • Can use technical language appropriately across all 6 areas of PE national curriculum and can articulate to others how to improve in a mature and supportive manner.
<p>Demonstrates leadership skills.</p>	<ul style="list-style-type: none"> • Is competitive and able to motivate others to perform to the best of their ability 	<ul style="list-style-type: none"> • Is resilient and able to keep a team going in the face of adversity at all times displaying school games values. 	<ul style="list-style-type: none"> • Is willing to listen to and share ideas and act decisively. • Knowledge - that they have responsibilities in school and to continue to develop the skills to exercise these responsibilities. 	<ul style="list-style-type: none"> • Takes the initiative. • Knowledge- can resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.

Year groups	3	4	5	6
Enjoys competing and challenging him/herself to improve.	<ul style="list-style-type: none"> Is a good listener and possesses a desire to improve 	<ul style="list-style-type: none"> Is excited by new opportunities and demonstrates a good work ethic 	<ul style="list-style-type: none"> Thrives on competition. Wants to achieve his/ her best and acts upon advice in order to achieve their goals. 	<ul style="list-style-type: none"> Works determinedly and tenaciously to achieve the best for themselves and their team. Answers and asks questions and implements advice.
Applies skills effectively in different situations and within a range of physical activities	<ul style="list-style-type: none"> Can work both independently and as part of a team and transfers skills seamlessly across many areas of the PE curriculum 	<ul style="list-style-type: none"> Can work both independently and as part of a team and transfers skills seamlessly across the majority of the PE curriculum 	<ul style="list-style-type: none"> Is creative and able to adapt fluently from one task to another Knowledge - can recognise, predict and assess risks in different situations and decide how to manage them. 	<ul style="list-style-type: none"> Can transfer their motivation from one activity to another setting high personal standard based on technique and skill application Knowledge- can differentiate between the terms, 'risk', 'danger' and 'hazard'
Is self-motivated and physically confident and actively engages in competitive situations.	<ul style="list-style-type: none"> Is a team player who shows a desire to do well personally and for the team. Enjoys the challenge of competition. 	<ul style="list-style-type: none"> Highly self- motivated he/she is confident and enjoys competition Knowledge - recognises that they may experience conflicting emotions and when they might need to listen to, or overcome these 	<ul style="list-style-type: none"> Is a team player who shows a desire to do well personally and for the team. Can influence teammates positively through their strength of personality. 	<ul style="list-style-type: none"> Intrinsically motivated he/she exudes confidence and performs well under pressure thriving on competition.

<p>Demonstrates specific tactical/performance awareness.</p>	<ul style="list-style-type: none"> • Knows what constitutes a good performance and is able to think of different ways to maximise his/her chances to perform to their optimum. 	<ul style="list-style-type: none"> • Is an astute thinker and organiser who maximises their team or group's performance by communicating and taking quick and decisive action 	<ul style="list-style-type: none"> • Understands what good performance looks like and is always alert to opportunities to gain an advantage through quick thinking. 	<ul style="list-style-type: none"> • Understands what constitutes good performance across different domains. Is always alert and adapting to changing circumstances.
<p>Demonstrates understanding and interpretation of rules and accepts decisions given.</p>	<ul style="list-style-type: none"> • Knows lots of the rules of games and abides by rules and decisions given the vast majority of the time. 	<ul style="list-style-type: none"> • Knows the rules of games and accepts that at times decisions will go for and against without allowing decisions to affect their performance. 	<ul style="list-style-type: none"> • Takes responsibility for own performance. Knows and abides by rules of the game and can play fairly without the need for an official. 	<ul style="list-style-type: none"> • Takes responsibility for own performance. Knows and abides by rules of the game and can play fairly without the need for an official. Can reason with others about why a decision is fair/ unfair • Knowledge - develops strategies to resolve disputes and conflict through negotiation and appropriate compromise

<p>Demonstrates sporting values.</p>	<ul style="list-style-type: none"> • Works fairly and to the best of their own ability whilst being supportive of others. 	<ul style="list-style-type: none"> • Sets an example insisting that all try their best and play fairly. 	<ul style="list-style-type: none"> • Takes part with consideration for others and is empathetic to the limitations of others 	<ul style="list-style-type: none"> • Invariably demonstrates self-belief, respect, honesty, teamwork and determinations. Demonstrates good sportsmanship
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	Area	EYFS	Y1 and 2	Y3 and 4	Y 5 and 6
Dance	Choreography	<ul style="list-style-type: none"> Can create simple actions/movements from a range of stimuli including simple pictures, single words, familiar props or pieces of music 	Can create a short series actions/movements from a range of stimuli including pictures, poems, props or pieces of music	Can create a sustained series actions/movements from a range of stimuli including detailed pictures, poems, props or pieces of music	Can create a sustained series actions/movements from a range of stimuli including detailed pictures, poems, props or pieces of music
		<p>Knowledge - ACTION: Travel, (fundamental stepping patterns) SPACE: Show changes in level RELATIONSHIPS: Work individually DYNAMICS: Try to show changes in speed</p>	<p>Knowledge ACTION: Travel, Stillness, Gesture SPACE: Show changes in Level, Direction RELATIONSHIP: Individually and with others: Unison and Mirror</p> <ul style="list-style-type: none"> DYNAMICS: Show changes in speed and weight of movement 	<p>Knowledge ACTION: Travel, Stillness, Gesture, Jump, turn SPACE: Show changes in Level, Direction, Pathway RELATIONSHIP: Individually and with others: Unison, Mirror and Canon</p> <ul style="list-style-type: none"> DYNAMICS: Show changes in speed, weight and expression of movement 	<p>Knowledge ACTION: Travel, Stillness, Gesture, Jump, turn SPACE: Show changes in Level, Direction, Pathway and Area RELATIONSHIP: Individually and with others: Unison, Mirror and Canon</p> <ul style="list-style-type: none"> DYNAMICS: Show changes in speed, weight and expression of movement
	Performance	<ul style="list-style-type: none"> Can perform individually and is engaged and motivated. 	<ul style="list-style-type: none"> Can perform individually and with others, enjoys dance and is engaged and motivated whilst dancing. 	<ul style="list-style-type: none"> Have the stamina, suppleness and strength to participate in dance, understanding and applying aspects of safe dance practice. 	<ul style="list-style-type: none"> Shows a desire to improve in dance by constantly looking to improve elements of the work.
		<p>Knowledge -How to move in time to the music</p>	<ul style="list-style-type: none"> Knowledge- how to improve dance through timing and control 	<ul style="list-style-type: none"> Knowledge - How to improve dance through timing, control, posture and extension 	<p>Knowledge - How to improve dance through timing, control, posture, extension and alignment</p>

	<i>Analysis and evaluation</i>	<i>Knowledge- Can comment on the work of others and say what they like about others' work</i>	<i>Knowledge- knows how to give constructive feedback to a partner</i>	<i>Knowledge - knows how to comment constructively on group work and suggest areas for development</i>	<i>Knowledge- knows how to think critically about dance and communicate effectively about their own and others' work</i>
	Area	EYFS	Y1 and 2	Y3 and 4	Y 5 and 6
Strike and Field	Batting	Hitting off tees. Running between marked points, <i>Knowledge - how to grip a bat and to run after hitting the ball.</i>	Pull shot off a tee perched on a stump. Straight drive off tee then from bounce. Calling and running between wickets touching bat over and sliding on final run. <i>Knowledge - batting stance and how to call for a run.</i>	Cutting to the off side. Different calls when running. Who calls when running between the wickets <i>Knowledge - Who calls when running between the wickets</i>	Using feet to get to pitch of the ball and drive. Turning when running between the wickets. <i>Knowledge - how to transfer hands so as not to turn blind to the fielder.</i>
	Ground fielding	Catching- ready position, W shape and cushioning Two handed pick up and overarm throw <i>Knowledge - ready position, how to make a W shape</i>	Catching on the move- <i>Knowledge -getting in line with the ball and taking in line with the nose.</i> One handed swoop, pick up and underarm throw <i>Knowledge- Walking in and being in a position of readiness.</i>	Catching high ball. <i>Knowledge - Calling name-taking responsibility.</i> Long barrier and overarm return with backing up <i>Knowledge - where to position self to back up effectively.</i>	Catching balls over head and in front involving different type of footwork. Chase and retrieve with backing up. <i>Knowledge - when to return on the bounce and when to return on the full.</i>
	Bowling	Bowling after rocking back into action. <i>Knowledge- Grip, sideways stance.</i>	Bound and coil <i>Knowledge - which foot to take off from and with foot on or behind the crease line.</i>	Bowling <i>Knowledge - bowl from close in to the stumps and follow through</i>	Different ways of gripping a ball to make it move in different ways. <i>Knowledge - bowl using different grips</i>

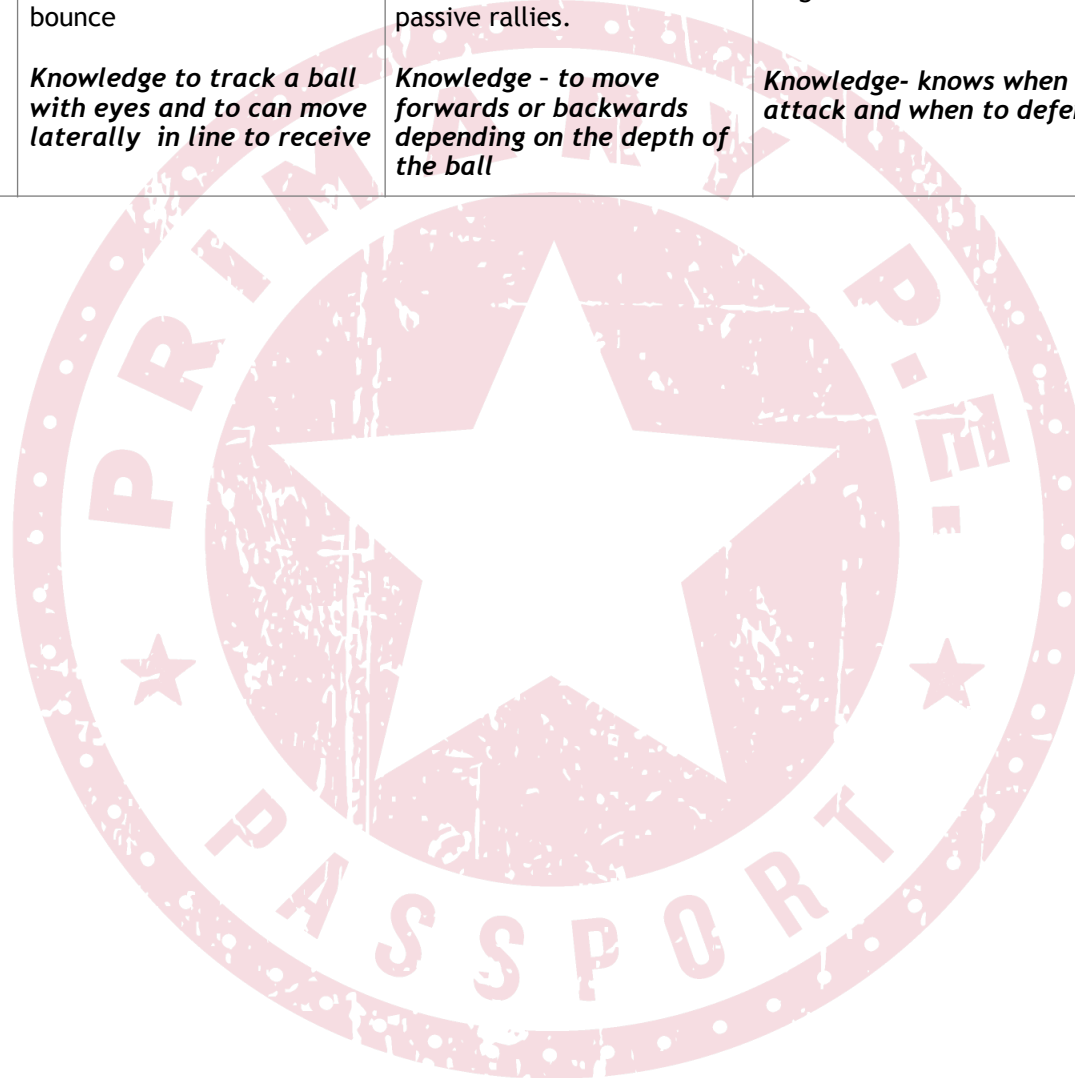
Wicket keeping	Stance behind one stump and receive ball from throw without moving backwards. Know - stance and hand positioning	Rising as ball hits the ground Knowledge- when to rise and how to cushion the impact	Taking ball on off or leg side Knowledge - how to bring hands to stumps to execute a stumping.	Taking ball on off or leg side with batsman in front playing air shots. Knowledge-how to step across to leg or off side without stepping backwards top take the ball
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	Area	EYFS	Y1 and 2	Y3 and 4	Y 5 and 6
Invasion games	Sending	Send over short distances. Knowledge- which part of foot to use to send over short distances	Pass and move; one-twos Knowledge- to move into space to receive from a teammate	Pass over medium distances and move away from opponents Knowledge- how to lose an opponent	Pass first time and for receiver to run onto a pass. Knowledge- when to take a touch before sending and when to send first time
	Receiving	Trapping/ receiving the ball. Knowledge - how to take up a position of readiness and make a target	Cushioning. Knowledge -Moving in line with the ball and absorbing the impact	Move to space Knowledge - how to signal when want to receive	Move away from opposition and receive on the half turn. Knowledge - how to receive a ball in different ways and retain possession

<p>Attacking</p>	<p>Dodging off both feet.</p> <p>Dribbling taking lots of touches. Stop and turn. Shooting for power</p> <p>Knowledge - how to send powerfully</p>	<p>Dribbling.</p> <p>Change direction on command.</p> <p>Shooting for accuracy</p> <p>Knowledge - how to turn in different ways</p>	<p>Shielding a ball from an opponent.</p> <p>Knowledge - how to position body between and opponent and the ball to retain possession</p>	<p>Using extra player e.g. 4 v 3</p> <p>Using deception to trick opponents</p> <p>Knowledge - how to use width and support</p>
<p>Defending</p>	<p>Closing space and making interceptions</p> <p>Knowledge- how to close space and ready self</p>	<p>How to jockey and slow an attack down</p> <p>Knowledge -how to jockey and not over committing</p>	<p>Tracking an opponent. Defending as a team</p> <p>Knowing how to position your body to be aware of where the ball is and where opponents are.</p>	<p>Coping with fewer players e.g. 4 v 3</p> <p>Knowledge - positioning of other teammates</p>

	Area	EYFS	Y1 and 2	Y3 and 4	Y 5 and 6
Net / Wall	Moving around court	Ready position. Moving sideways to strike. <i>Knowledge- knows to have weight on balls of feet when moving around the court</i>	Ready position with rackets Moving forward, backwards, sideways <i>Knowledge- knows the importance quickly of getting into the right position to hit the ball back</i>	Ready position singles. Moves into the net and behind baseline. <i>Knowledge- knows to move back into the centre of the court</i>	Ready position singles and doubles. Moves in response to partner. <i>Knowledge- knows how to work alongside a partner</i>
	Racket control	Grip with dominant hand. Move ball around forehand and backhand. <i>Knowledge - knows which is dominant hand and to move ball around using forehand and backhand</i>	Can keep ball balanced on racket and keep the ball under control. <i>Knowledge- knows what height to strike the ball at.</i>	Bounce ball continuously on forehand and backhand <i>Knowledge- to cushion the impact and to develop a soft feel for the ball</i>	Different grips forehand and backhand <i>Knowledge that forehand and backhand grips alter and that backhand can be two handed</i>
	Range of shots	Hit a ball from a tee. <i>Knowledge - to get into a sideways position and strike from a high backlift</i>	Strike forehand and backhand from self- feed <i>Knowledge- can strike from own feed on forehand.</i>	Can strike from own feed on forehand and backhand and sometimes from a partner's feed. <i>Knowledge- How to get into the best position to return a ball successfully.</i>	Can maintain a rally with a range of strokes including Overarm serve, Volley forehand and backhand. <i>Knowledge- Knows names of different types of shots</i>

<p>Game play</p>	<p>Throw and catch after one bounce</p> <p><i>Knowledge to track a ball with eyes and to can move laterally in line to receive</i></p>	<p>One on one hand tennis passive rallies.</p> <p><i>Knowledge - to move forwards or backwards depending on the depth of the ball</i></p>	<p>Singles rallies.</p> <p><i>Knowledge- knows when to attack and when to defend</i></p>	<p>Doubles. Moving into net. Calling name when ball between 2.</p> <p><i>Knowledge- knows when to execute certain shots.</i></p>
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	Area	EYFS	Y1 and 2	Y3 and 4	Y 5 and 6
Athletics	SAQ	Step over and through cones.	Simple foot drills in ladders. <i>Knowledge - knows how to cushion impact on knees</i>	More complex foot drills in ladders. <i>Knowledge that SAQ can bring improvements in coordination</i>	Plyometric jumping. <i>Knowledge- that plyometric training develops power</i>
	Jumps	Leap, bounce and jump in different ways Run and jump over low hurdles <i>Knowledge - understands that a run with a jump is from one foot and a stationery jump is from 2 fee.</i>	Standing Long Jump (Broad Jump) Run and jump low hurdles <i>Knowledge - Knows to use arms to drive forward</i>	High Jump. Take off foot, scissor leap Hurdle keeping same lead leg each time and using arms to sprint between hurdles. <i>Knowledge - Knows which is take off foot</i>	Triple Jump- same, different, both Hurdle with same leg bringing opposite arm forward to balance lead leg <i>Knowledge - knows various jumping techniques and can articulate</i>
	Running	Short distances Relay passing baton over short distances. <i>Knowledge- knows to start with one foot in front of the other</i>	Longer sprints- 60m, how to start and dipping at finish. Relay - transfer baton over short distances and dip at finish <i>Knowledge- knows how to start and how to dip at the finish</i>	Middle distance pacing and sprinting - starting a race, good form during the race and dip at finish. Relay- transfer baton on move. <i>Knowledge - to transfer relay batons whilst in motion</i>	Longer distances, pacing, running bends. Relay- transfer baton in alternate hands, receiving facing forwards. Run over greater distance <i>Knowledge - different takeover techniques</i>
	Throwing	Standing overarm throw at targets <i>Knowledge - knows how to get into sideways position</i>	Standing overarm throw for distance <i>Knowledge - knows importance of non-throwing arm in achieving elevation in trajectory</i>	Bound and coil. Throw from short run up <i>Knows why a run up can add momentum to a throw</i>	Throw with run up and follow through <i>Knows how to throw leaving sufficient space to follow through</i>

	<i>Area</i>	EYFS	Y1 and 2	Y3 and 4	Y 5 and 6
Gymnastics	<i>Conditioning And warming up</i>	<p>Can follow a warm up and carry out exercises enthusiastically</p> <p>Knowledge- Why it is important to warm up the body.</p>	<p>Can warm up a partner</p> <p>Knowledge-Knows a variety of exercises which target different areas of the body.</p>	<p>Can warm up a small group of other effectively</p> <p>Knowledge- knows suitable body preparation activities and how to lead a group</p>	<p>Can warm up a large group</p> <p>Knowledge- How to prepare the body for a distinct discipline e.g. flight, weight on hands and articulate why.</p>
	<i>Floor work</i>	<p>Can create sequences linking ideas</p> <p>Knowledge - importance of moving from one move gracefully to another</p>	<p>Can use a range of gymnastic techniques with control and good technique</p> <p>Knowledge - can articulate the technical process involved in executing movements</p>	<p>Can perform more complex sequences with smooth transitions</p> <p>Knowledge- how work at different levels provides aesthetic variety.</p>	<p>Can perform more complex sequences with smooth transitions whilst working with and alongside others.</p> <p>Knowledge - understands different ways of working with others - unison, matching, mirroring etc.</p>

<p><i>Apparatus</i></p>	<p>Can use the apparatus to perform sequences involving weight on hands, balancing, rolling, flight and travel</p> <p><i>Knowledge - how to transport apparatus safely and how to use apparatus safely</i></p>	<p>Can change direction, work at different levels and use the floor space imaginatively.</p> <p><i>Knowledge - how to work safely alongside others whilst travelling in different directions</i></p>	<p>Can perform sequences that flow, displaying multiple skills and a range of dynamics</p> <p><i>Knowledge - knows how to use various dynamic effects to create aesthetically pleasing movement</i></p>	<p>Can show a wide range of well executed movements using a range of dynamics and with and alongside others.</p> <p><i>Knowledge - knows how to execute a wide range of the main gymnastic skills.</i></p>
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	<i>Area</i>	EYFS	Y1 and 2	Y3 and 4	Y 5 and 6
OAA	<i>Physical Activity</i>		<p>Simple map reading and finding clues</p> <p>Knowledge- how to read a simple map and work as a team to find clues</p>	<p>Basic orienteering and running activities matching symbols</p> <p>Knowledge- Know ordnance survey symbols and to exert self to achieve goals</p>	<p>Different types of orienteering and more complex symbols to match</p> <p>Knowledge- know how to read a map and use the strengths of the group to bring about the best outcome</p>
	<i>Team challenges</i>		<p>Solving problems by working together.</p> <p>Know how to listen to others and to communicate clearly</p>	<p>Activities when blindfolded and using apparatus.</p> <p>Knowledge- know how to give very clear instructions to keep a partner safe</p>	<p>Solving problems involving non-verbal communication</p> <p>Knowledge- know how to use a variety of non-verbal communication</p>
	<i>Creative Problem Solving</i>		<p>Solve simple problems by planning, performing and evaluating</p> <p>Knowledge- how to look internally for ideas and then to other groups if none are forthcoming</p>	<p>Solve problems through discussion, doing and evaluating</p> <p>Knowledge - how to listen to all ideas and plan an activity before undertaking it</p>	<p>Solve complex problems through discussion, doing and evaluating</p> <p>Knowledge - how to solve difficult challenges, how to discuss first and then evaluate at end.</p>

