



PE progression of skills

	Year 3	Year 4	Year 5	Year 6	KS3
GYMNASTICS Acquiring and Developing skills	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to</p>	

	<p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements</p>	<p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and</p>	<p>parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to</p>	<p>vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	
--	---	---	---	---	--

		using equipment. Develop strength, technique and flexibility throughout performances.	create sequences.		
GYMNASTICS Rolls	Crouched forward roll Forward roll from standing Tucked backward roll	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll	
GYMNASTICS Jumps	Straight jump	Straight jump	Straight jump	Straight jump	

	Tuck jump	Tuck jump	Tuck jump	Tuck jump	
	Jumping jack	Jumping jack	Jumping jack	Jumping jack	
	Star jump	Star jump	Star jump	Star jump	
	Straddle jump	Straddle jump	Straddle jump	Straddle jump	
	Pike jump	Pike jump	Pike jump	Pike jump	
	Straight jump halfturn	Straight jump halfturn	Stag jump	Stag jump	
	Cat leap	Straight jump fullturn	Straight jump halfturn	Straight jump half- turn	
		Cat leap	Straight jump fullturn	Straight jump fullturn	
		Cat leap half- turn	Cat leap	Cat leap	
			Cat leap half- turn	Cat leap half-turn	
			Split leap	Cat leap full-turn	
				Split leap	
				Stag leap	
GYMNASTICS	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard	
Vault – with springboard and vault or other	Squat on vault			Squat on vault	

<p>suitable raised platform, e.g. gymnastics table</p>	<p>Star jump off Tuck jump off Straddle jump off Pike jump off</p>	<p>Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off</p>	<p>Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault</p>	<p>Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault</p>	
<p>GYMNASTICS Handstands, Cartwheels and Round-offs</p>	<p>Handstand Lunge into handstand Cartwheel</p>	<p>Lunge into handstand Lunge into cartwheel</p>	<p>Lunge into handstand Lunge into cartwheel Lunge into round-off</p>	<p>Lunge into cartwheel Lunge into roundoff Hurdle step Hurdle step into cartwheel Hurdle step into round-off</p>	
<p>GYMNASTICS Travelling &</p>	<p>Tiptoe, step, jump and hop</p>	<p>Tiptoe, step, jump and hop</p>	<p>Tiptoe, step, jump and hop</p>	<p>Tiptoe, step, jump and hop</p>	

Linking Actions	Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot	
GYMNASTICS Shapes & Balances	Large and small body part balances, including standing and kneeling balances Balances on apparatus	1, 2, 3 and 4-point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes	1, 2, 3 and 4-point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes	1, 2, 3 and 4-point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations	

	<p>Matching and contrasting partner balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>	Front and back support	Front and back support	<p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>	
<p>GYMNASTICS</p> <p>Compete/Perform</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Begin to record their peers' performances, and evaluate these</p>	<p>develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</p> <p>take part in competitive sports and activities outside school through community links or sports clubs.</p> <p>understand what makes a performance effective and how to apply these principles to their own and others' work.</p>

<p>DANCE</p> <p>Dance Skills</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p>	
---	--	---	---	--	--

		<p>actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>	<p>response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p>	
--	--	---	---	--	--

				<p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>	
<p>DANCE Compete/Perform</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques</p>	<p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to music.</p>	<p>perform dances using advanced dance techniques within a range of dance styles and forms</p>

	Compete against self and others in a controlled manner.	with control and accuracy.	with accuracy and control.	Perform and apply a variety of skills and techniques confidently, consistently and with precision.	
DANCE Evaluate	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	understand what makes a performance effective and how to apply these principles to their own and others' work.
GAMES Striking and Hitting a Ball	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm.	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different	Hit a bowled ball over longer distances. Use good handeye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.	

	<p>technique and use it in a game.</p> <p>Strike the ball for distance.</p>	<p>Build a rally with a partner.</p> <p>Use at least two different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p>	<p>shots are best used.</p> <p>Develop a backhand technique and use it in a game.</p> <p>Practise techniques for all strokes.</p> <p>Play a tennis game using an overhead serve.</p>		
<p>GAMES</p> <p>Throwing and Catching a Ball</p>	<p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p>	<p>Develop different ways of throwing and catching.</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p>Throw and catch accurately and successfully under pressure in a game.</p>	

	<p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Develop a safe and effective overarm bowl.</p>				
<p>GAMES</p> <p>Travelling with a Ball</p>	<p>Move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game.</p>	<p>Move with the ball using a range of techniques showing control and fluency.</p>	<p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways, and begin to link together.</p>	<p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p>	
<p>GAMES</p> <p>Passing a Ball</p>	<p>Pass the ball in two different ways in a game situation with some success.</p>	<p>Pass the ball with increasing speed, accuracy and success in a game situation.</p>	<p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p>	<p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p>	

<p>GAMES</p> <p>Possession</p>	<p>Know how to keep and win back possession of the ball in a team game.</p>	<p>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p>	<p>Keep and win back possession of the ball effectively in a team game.</p>	<p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p>	
<p>GAMES</p> <p>Using Space</p>	<p>Find a useful space and get into it to support teammates.</p>	<p>Make the best use of space to pass and receive the ball.</p>	<p>Demonstrate an increasing awareness of space.</p>	<p>Demonstrate a good awareness of space.</p>	
<p>GAMES</p> <p>Attacking and Defending</p>	<p>Use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p>	<p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p>	<p>Choose the best tactics for attacking and defending.</p> <p>Shoot in a game.</p> <p>Use fielding skills as a team to prevent the opposition from scoring.</p>	<p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p>	

<p>GAMES</p> <p>Tactics and Rules</p>	<p>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p>Know how to play a striking and fielding game fairly.</p>	<p>Vary the tactics they use in a game.</p> <p>Adapt rules to alter games.</p>	<p>Know when to pass and when to dribble in a game.</p> <p>Devise and adapt rules to create their own game.</p>	<p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p>	
<p>GAMES</p> <p>Compete/Perform</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p> <p>take part in competitive sports and activities outside school through community links or sports clubs.</p> <p>develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p>
<p>GAMES</p>	<p>Watch, describe and evaluate the</p>	<p>Watch, describe and evaluate the effectiveness</p>	<p>Choose and use criteria to evaluate own and</p>	<p>Thoroughly evaluate their own and others' work, suggesting</p>	<p>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>

Evaluate	<p>effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>thoughtful and appropriate improvements.</p>	<p>understand what makes a performance effective and how to apply these principles to their own and others' work.</p>
<p>ATHLETICS</p> <p>Running</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trail leg and lead leg</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly.</p>	<p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors.</p>	

	<p>action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p>		<p>effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p>	<p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p>	
<p>ATHLETICS</p> <p>Jumping</p>	<p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Develop an</p>	<p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Land safely and with control.</p>	<p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Perform the standing triple jump with</p>	<p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p>	

	<p>effective flight phase for the standing long jump.</p> <p>Land safely and with control.</p>	<p>Begin to measure the distance jumped.</p>	<p>increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control. Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p>	<p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy</p>	
<p>ATHLETICS</p> <p>Throwing</p>	<p>Throw with greater control and accuracy.</p>	<p>Perform a pull throw.</p>	<p>Perform a fling throw.</p>	<p>Perform a heave throw.</p>	

	<p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance</p>	<p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance</p>	<p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance</p>	<p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy.</p>	
<p>ATHLETICS</p> <p>Compete/Perform</p>	<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</p> <p>take part in competitive sports and activities outside school through community links or sports clubs.</p> <p>develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p>

<p>ATHLETICS</p> <p>Evaluate</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p>	<p>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>understand what makes a performance effective and how to apply these principles to their own and others' work.</p>
<p>OAA</p> <p>Trails</p>	<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise features of an orienteering course.</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p>	<p>Orientate themselves with confidence and accuracy around an orienteering course when under pressure.</p> <p>Design an orienteering course that is clear to follow and offers challenge to others.</p> <p>Use navigation equipment (maps,</p>	

			Begin to use navigation equipment to orientate around a trail.	compasses) to improve the trail.	
OAA Problem solving	Identify and use effective communication to begin to work as a team. Identify symbols used in a key.	Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.	Use clear communication to effectively compete a particular role in a team. Compete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities.	Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.	
OAA Preparation and	Begin to choose equipment that is appropriate for an activity.	Try a range of equipment for creating and	Chose the best equipment for	Choose the best equipment for an outdoor activity.	

<p>Organisation</p>		<p>completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p> <p>Plan and organise a trail that others can follow.</p>	<p>an outdoor activity.</p> <p>Create an outdoor activity that challenges others.</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accuracy navigate an orienteering course.</p>	<p>Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Manage an orienteering event for others to compete in.</p>	
<p>OAA</p> <p>Communication</p>	<p>Communicate with others</p>	<p>Communicate clearly with others.</p> <p>Work as part of a team.</p> <p>Begin to use a map to complete an</p>	<p>Communicate clearly and effectively with others.</p> <p>Work effectively as part of a team.</p> <p>Successfully use a map to complete an</p>	<p>Communicate clearly and effectively with others when under pressure.</p> <p>Work effectively as part of a team, demonstrating leadership skills where necessary.</p>	

		<p>orienteering course.</p>	<p>orienteering course.</p> <p>Begin to use a compass for navigation.</p>	<p>Successfully use a map to complete an orienteering course.</p> <p>Use a compass for navigation.</p> <p>Organise an event for others.</p>	
<p>OAA</p> <p>Compete/Perform</p>	<p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performance and activities.</p>	<p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of both personal performances and activities.</p> <p>Start to improve trails to increase the challenge of the course.</p>	<p>Compete an orienteering course on multiple occasions, in a quicker time to due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities.</p> <p>Improve a trail to increase the challenge of the course.</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.</p> <p>Listen to feedback and improve an orienteering course from it.</p>	<p>take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p>

<p>OAA</p> <p>Evaluate</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Chose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques and the effect they have had on their performances.</p>	<p>Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.</p>	<p>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>understand what makes a performance effective and how to apply these principles to their own and others' work.</p>
----------------------------	---	---	---	---	--