

Year 3	Year 4	Year 5	Year 6
Health and Fitness			
<p>Recognise and describe the effects of exercise on the body and mind.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Carry and place equipment safely.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Describe how the body reacts at different times of the day and how this might affect performance.</p> <p>Know the importance of controlling the body in physical activity.</p> <p>Explain why exercise is good for your health.</p> <p>Recognise and understand benefits of warming up and cooling down.</p> <p>Carry and set up equipment safely.</p>	<p>Understand and describe how different exercises affect performance in different ways.</p> <p>Recognise and understand benefits on the body, from warming up and cooling down.</p> <p>To be able to understand and explain safety principles when preparing for and during exercise.</p> <p>Understand why exercise is important for our health, fitness and wellbeing.</p> <p>Set up and carry equipment safely.</p>	<p>Understand and describe the importance of warming up and cooling down, alongside effects that they have on our bodies.</p> <p>Carry out warm-ups and cool downs safely and effectively.</p> <p>Understand why exercise is good for our physical and mental health and well-being.</p> <p>Understand and describe different lifestyles that we can maintain to keep ourselves more healthy and fit.</p> <p>Set up and carry equipment safely.</p> <p>To know the importance of health and fitness and how orienteering can develop this.</p>
Outdoor and adventurous skills			
<p>To take part in outdoor and adventurous activity.</p> <p>To take part in some outdoor and adventurous activities individually and within a pair.</p> <p>To use running and jumping both in isolation and in combination.</p> <p>To compare their performances with others and discuss room for improvements.</p>	<p>To take part in outdoor and adventurous activity challenges both individually and within a pair.</p> <p>To use running, jumping and throwing in isolation and in combination.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>To take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>To take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

Orienteering skills

<p>To navigate in pairs or individuals to an orienteering control marker location.</p> <p>To be able to identify and follow a key.</p> <p>To recognise, orientate and follow the school orienteering map.</p> <p>To understand what a 'birds eye view' diagram is.</p> <p>To record information.</p> <p>To travel safely to and from orienteering control marker locations.</p> <p>Orienteate themselves with increasing confidence and accuracy around a short trail.</p> <p>Identify symbols used on a key.</p>	<p>To navigate as a team to an orienteering control marker location.</p> <p>To navigate in pairs to an orienteering control marker location.</p> <p>To recognise the orienteering map is a 'birds eye view' diagram of the ground.</p> <p>To recognise, orientate and follow the school orienteering map.</p> <p>To record information accurately.</p> <p>To set up a course based on a given key.</p> <p>To travel safely to and from control marker locations.</p> <p>Orienteate themselves with accuracy around a short trail.</p> <p>Create a short trail for others to complete, with a physical challenge.</p> <p>To recognise symbols used on a key.</p>	<p>To know the 8 points on a compass.</p> <p>To navigate as a team to an orienteering control marker location.</p> <p>To navigate in pairs to an orienteering control marker location.</p> <p>To recognise the orienteering map is a 'birds eye view' diagram of the ground.</p> <p>To recognise, orientate and follow the school orienteering map.</p> <p>To record information accurately.</p> <p>To review performance in order to improve next time.</p> <p>To set up an orienteering course in pairs, groups and individually.</p> <p>To travel safely to and from control marker locations.</p> <p>To use the key to recognise the relevant symbols and features on the orienteering map.</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 by another team, with some physical challenges.</p> <p>Identify a key on a map and begin to use the information in activities.</p>	<p>To know the 8 points on a compass.</p> <p>To use a compass for navigation.</p> <p>To navigate as a team to an orienteering control marker location.</p> <p>To navigate in pairs to an orienteering control marker location.</p> <p>To navigate individually to an orienteering control marker location.</p> <p>To recognise the orienteering map is a 'birds eye view' diagram of the ground.</p> <p>To recognise, orientate and follow the school orienteering map.</p> <p>To record information accurately.</p> <p>To review performance in order to improve next time.</p> <p>To set up an orienteering course in pairs, groups and individually.</p> <p>To travel safely to and from control marker locations.</p> <p>To use the key to recognise the relevant symbols and features on the orienteering map.</p> <p>Orienteate themselves with confidence and accuracy around an orienteering course when under a time limit.</p> <p>Design an orienteering course for other children that is clear to follow and offers challenge to others.</p> <p>Identify a key on any given map.</p>
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Communication skills			
<p>To demonstrate effective teamwork and communication.</p> <p>To communicate as a team, deciding which marker locations each member is going to or, if relay style, which order they are going in.</p> <p>To take responsibility for themselves and others.</p> <p>Increase confidence to make decisions.</p>	<p>To effectively allocate roles in the team, for example, a map-reader, a runner and a recorder.</p> <p>To demonstrate effective teamwork and communication.</p> <p>To communicate as a team, deciding which marker locations each member is going to or, if relay style, which order they are going in.</p> <p>To take responsibility for themselves and others.</p> <p>Increase ability and confidence to make decisions.</p>	<p>To effectively allocate roles in the team, for example, a map-reader, a runner and a recorder.</p> <p>To demonstrate effective teamwork and communication.</p> <p>To communicate as a team, deciding which marker locations each member is going to or, if relay style, which order they are going in.</p> <p>To guide a blindfolded team member effectively to a control marker location with or without physical contact.</p> <p>Improving the ability to work with and trust others.</p> <p>To take responsibility for themselves and others.</p> <p>To communicate and collaborate with teammates in order to travel around the course effectively.</p> <p>Increase ability and confidence to make decisions.</p>	<p>To effectively allocate roles in the team, for example, a map-reader, a runner and a recorder.</p> <p>To demonstrate effective teamwork and communication.</p> <p>To communicate as a team, deciding which marker locations each member is going to or, if relay style, which order they are going in.</p> <p>To guide a blindfolded team member effectively to a control marker location with or without physical contact.</p> <p>Improving the ability to work with and trust others.</p> <p>To take responsibility for themselves and others.</p> <p>To communicate and collaborate with teammates in order to travel around the course effectively.</p> <p>Increase ability and confidence to make decisions.</p>
Thinking / tactical skills			
<p>To plan effectively the quickest route to take.</p> <p>To allocate marker locations as per the strengths of individuals in the group.</p>	<p>To plan effectively the quickest route to take.</p> <p>To allocate marker locations as per the strengths of individuals in the group.</p>	<p>To plan effectively the quickest route to take.</p> <p>To allocate marker locations as per the strengths of individuals in the group.</p>	<p>To effectively plan the quickest route to take.</p> <p>To allocate marker locations as per the strengths of individuals in the group.</p> <p>To guide a blindfolded teammate safely</p>

<p>To organise and determine the rules of an orienteering competition.</p>	<p>To organise and determine the rules of an orienteering relay / competition.</p> <p>Begin to complete activities in a set period.</p>	<p>To guide a blindfolded teammate safely and efficiently around the course.</p> <p>To organise and determine the rules of an orienteering competition.</p> <p>Begin to complete activities against a stopwatch.</p> <p>Start to improve trails to increase the challenge of the course.</p>	<p>and efficiently around the course.</p> <p>To organise and determine the rules of an orienteering competition.</p> <p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p>
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Physical skills

<p>To plan physically how they will get around the course quickly.</p> <p>To breathe effectively to preserve energy.</p> <p>To alter the way of travelling to support a teammate who is slower/faster.</p> <p>To maintain balance in all areas of the orienteering course.</p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p>To plan physically how they will get around the course quickly.</p> <p>To breathe effectively to preserve energy.</p> <p>To alter the way of travelling to support a teammate who is slower/faster.</p> <p>To maintain balance in all areas of the orienteering course.</p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p>To plan physically how they will get around the course quickly.</p> <p>To breathe effectively to preserve energy.</p> <p>To alter the way of travelling to support a teammate who is slower/faster.</p> <p>To maintain balance in all areas of the orienteering course.</p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p>Plan how they will physically get around the course quickly and efficiently</p> <p>To adopt an efficient running technique to preserve energy.</p> <p>To alter the way of travelling to support a teammate who is slower/faster.</p> <p>To maintain balance in all areas of the orienteering course.</p> <p>Develop flexibility, strength, technique, control and balance.</p>
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Evaluation

<p>Watch, describe and evaluate the effectiveness of techniques, skills and tactics.</p> <p>Use simple vocabulary to evaluate, compare and improve work.</p> <p>Identify what aspects worked well and</p>	<p>Watch, describe and evaluate the effectiveness of a performance, giving ideas for improvements.</p> <p>Use simple vocabulary when evaluating, comparing and improving skills.</p>	<p>Choose and use criteria to evaluate their own and other's performances.</p> <p>Use complex vocabulary to evaluate, compare and improve work.</p> <p>Explain why they have used particular skills or techniques.</p>	<p>Choose and use criteria to evaluate their own and other's performances.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate ideas for improvements.</p> <p>Explain why they have used particular</p>
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<p>what aspects could be improved next time.</p>	<p>Modify their techniques to achieve a better result.</p>	<p>Explain the effect that particular skills or techniques have had on their performance.</p>	<p>skills or techniques.</p> <p>Explain the effect that particular skills or techniques have had on their performance.</p> <p>Use complex vocabulary to evaluate, compare and improve work.</p> <p>Offer a detailed and effective evaluation of both personal and team performances with the aim of increasing challenge and improving performance.</p>
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