



All Saints and Saint Margaret's Physical Education Whole School Progression Map 2022-2023



Gymnastics				
Year	National Curriculum	Composites	Components	Key Vocabulary
Year 1	Develop balance, agility and coordination, and begin to apply these in a range of activities.	<ul style="list-style-type: none"> I can make body curled, tense, stretched and relaxed I control my body when travelling and balancing I can copy sequences and repeat them I can roll, curl, travel and balance in different ways 	<ul style="list-style-type: none"> Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care. 	Balance Sequence Travel Hold still Jumps
Year 2	Continue to develop balance, agility and coordination, and begin to apply these in a range of activities.	<ul style="list-style-type: none"> I plan and perform a sequence of movements I improve my sequence based on feedback I can think of more than one way to create a sequence 	<ul style="list-style-type: none"> Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care. 	Sequence of movement Balance Coordination Control Climb



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		which follows some 'rules' <ul style="list-style-type: none"> I work on my own and with a partner. 		
Year 3	Develop flexibility, strength, technique, control and balance.	<ul style="list-style-type: none"> I adapt sequences to suit different types of apparatus and criteria I explain how strength and suppleness affect performance I compare and contrast gymnastic sequences. 	<ul style="list-style-type: none"> Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements 	Flexibility Strength Control Actions Direction
Year 4	Develop flexibility, strength, technique, control and balance	<ul style="list-style-type: none"> I move in a controlled way I include change of speed and direction in a sequence I work with a partner to create, repeat and improve a sequence with at least three phases I include a range of shapes. I include a change of speed and direction 	<ul style="list-style-type: none"> Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances. 	Flexibility Strength Control Fluency Expression



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<p>Year 5</p>	<p>Develop flexibility, strength, technique, control and balance</p>	<ul style="list-style-type: none"> • I make complex extended sequences • I combine action, balance and shape • I perform consistently to different audiences 	<ul style="list-style-type: none"> • Select ideas to compose specific sequences of movements, shapes and balances. • Adapt their sequences to fit new criteria or suggestions. • Perform jumps, shapes and balances fluently and with control. • Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. • Confidently use equipment to vault in a variety of ways. • Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. • Combine equipment with movement to create sequences. 	<p>Co-Ordination Spatial awareness Body management Vault Adapt</p>
<p>Year 6</p>	<p>Develop flexibility, strength, technique, control and balance</p>	<ul style="list-style-type: none"> • I combine my own work with that of others • I make sequences to specific timings 	<ul style="list-style-type: none"> • Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. • Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. • Confidently use equipment to vault and incorporate this into sequences. • Apply skills and techniques consistently, showing precision and control. • Develop strength, technique and flexibility throughout performances. 	<p>Leverage Rotation Consistency Incorporation Precision</p>



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Dance				
Year	National Curriculum	Sticky Knowledge	Components	Key Vocabulary
1	Perform dances using simple movement patterns	<ul style="list-style-type: none"> I perform my own dance moves I copy or make up a short dance I move safely in a space 	<ul style="list-style-type: none"> Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. 	Dance Safety Mirroring Timing
2	Perform dances using simple movement patterns	<ul style="list-style-type: none"> I change rhythm, speed, level and direction in dance I make a sequence by linking sections together I use dance to show a mood or feeling 	<ul style="list-style-type: none"> Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. 	Sequence Repeat Motif Speed Unison
3	<ul style="list-style-type: none"> perform dances using a range of movement patterns; compare their performances with previous ones and demonstrate improvement to achieve 	<ul style="list-style-type: none"> I improvise freely and translate ideas from a stimulus into movement I share and create phrases with a partner and small group I remember and repeat dance perform phrases 	<ul style="list-style-type: none"> Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. 	Motif Stimuli Adapt Perform Rhythm



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	their personal best.			
4	<ul style="list-style-type: none">perform dances using a range of movement patterns;compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<ul style="list-style-type: none">I take the lead when working with a partner or groupI use dance to communicate an idea	<ul style="list-style-type: none">Identify and repeat the movement patterns and actions of a chosen dance style.Compose a dance that reflects the chosen dance style.Confidently improvise with a partner or on their own.Compose longer dance sequences in a small group.Demonstrate precision and some control in response to stimuli.Begin to vary dynamics and develop actions and motifs in response to stimuli.Demonstrate rhythm and spatial awareness.Change parts of a dance as a result of self-evaluation.Use simple dance vocabulary when comparing and improving work.	Composition Improvise Dynamics Self-evaluation
5	<ul style="list-style-type: none">perform dances using a range of movement patterns;compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<ul style="list-style-type: none">I compose my own dances in a creative wayI perform dance to an accompanimentI dance shows clarity, fluency, accuracy and consistency	<ul style="list-style-type: none">Identify and repeat the movement patterns and actions of a chosen dance style.Compose individual, partner and group dances that reflect the chosen dance style.Show a change of pace and timing in their movements.Develop an awareness of their use of space.Demonstrate imagination and creativity in the movements they devise in response to stimuli.Use transitions to link motifs smoothly together.Improvise with confidence, still demonstrating fluency across the sequence.	Pace Spatial-Awareness Co-ordination Transitions Fluency



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			<ul style="list-style-type: none"> • Ensure their actions fit the rhythm of the music. • Modify parts of a sequence as a result of self and peer evaluation. • Use more complex dance vocabulary to compare and improve work. 	
6	<ul style="list-style-type: none"> • perform dance using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • I develop sequences in a specific style • I choose my own music and style 	<ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style. • Compose individual, partner and group dances that reflect the chosen dance style. • Use dramatic expression in dance movements and motifs. • Perform with confidence, using a range of movement patterns. • Demonstrate strong and controlled movements throughout a dance sequence. • Combine flexibility, techniques and movements to create a fluent sequence. • Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. • Show a change of pace and timing in their movements. • Move rhythmically and accurately in dance sequences. • Improvise with confidence, still demonstrating fluency across their sequence. • Dance with fluency and control, linking all movements and ensuring that transitions flow. • Demonstrate consistent precision when performing dance sequences. 	Expression Compose Technique Flexibility Fluent Accurate



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			<ul style="list-style-type: none"> • Modify some elements of a sequence as a result of self and peer evaluation. • Use complex dance vocabulary to compare and improve work. 	
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Games				
Year	National Curriculum	Composites Sticky knowledge	Components	Key Vocabulary
1	<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending; 	<ul style="list-style-type: none"> • I throw underarm. • I hit a ball with a bat. • I move and stop safely. • I throw and catch with both hands. • I throw and kick in different ways. 	<ul style="list-style-type: none"> • Throw underarm and overarm. • Catch and bounce a ball. Use rolling skills in a game. • Practise accurate throwing and consistent catching. • Travel with a ball in different ways. • Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. • Pass the ball to another player in a game. • Use kicking skills in a game. • Use different ways of travelling in different directions or pathways. • Run at different speeds. Begin to use space in a game. • Begin to use the terms attacking and 	<p>Striking</p> <p>Catching</p> <p>Own space</p> <p>Speed</p>



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			<p>defending.</p> <ul style="list-style-type: none"> • Use simple defensive skills such as marking a player or defending a space. • Use simple attacking skills such as dodging to get past a defender. • Follow simple rules to play games, including team games. • Use simple attacking skills such as dodging to get past a defender. • Use simple defensive skills such as marking a player or defending a space. 	
2	<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending; 	<ul style="list-style-type: none"> • I use hitting, kicking and/or rolling in a game. • I decide the best space to be in during a game. • I use a tactic in a game. • I follow rules. 	<ul style="list-style-type: none"> • Use different ways of travelling at different speeds and following different pathways, directions or courses. • Change speed and direction whilst running. • Begin to choose and use the best space in a game. • Know how to pass the ball in different ways. • Bounce and kick a ball whilst moving. Use kicking skills in a game. • Use dribbling skills in a game. • Throw different types of equipment • in different ways, for accuracy and distance. 	<p>Direction</p> <p>Passing</p> <p>Controlling</p> <p>Shooting</p> <p>Scoring</p>



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			<ul style="list-style-type: none"> • Throw, catch and bounce a ball with a partner. • Use throwing and catching skills in a game. • Throw a ball for distance. • Use hand-eye coordination to control a ball. • Vary types of throw used. • Begin to use and understand the terms attacking and defending. • Use at least one technique to attack or defend to play a game successfully. • Understand the importance of rules in games. • Use at least one technique to attack or defend to play a game successfully. 	
3	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; 	<ul style="list-style-type: none"> • I throw and catch with control. • I am aware of space and use it to support team-mates and to cause problems for the opposition. • I know and use rules fairly. 	<ul style="list-style-type: none"> • Throw and catch with greater control and accuracy. • Practise the correct technique for catching a ball and use it in a game. • Perform a range of catching and gathering skills with control. • Catch with increasing control and accuracy. • Throw a ball in different ways (e.g. high, low, fast or slow). 	<p>Possession</p> <p>Scoring goals</p> <p>Keeping score</p> <p>Making space</p> <p>Pass/send/receive</p> <p>Travel with a ball</p>



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	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 		<ul style="list-style-type: none"> Develop a safe and effective overarm bowl. Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Pass the ball in two different ways in a game situation with some success. Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly. 	Make use of space
4	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic 	<ul style="list-style-type: none"> I catch with one hand. I throw and catch accurately. I hit a ball accurately with control. I keep possession of the ball. 	<ul style="list-style-type: none"> Develop different ways of throwing and catching. Move with the ball using a range of techniques showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game 	Points/goals Rules Tactics Batting



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	<ul style="list-style-type: none"> principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance 	<ul style="list-style-type: none"> I vary tactics and adapt skills depending on what is happening in a game. 	<p>situation.</p> <ul style="list-style-type: none"> Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. Vary the tactics they use in a game. Adapt rules to alter games. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. 	<p>Fielding</p> <p>Defending</p> <p>Hitting</p>
5	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; 	<ul style="list-style-type: none"> I gain possession by working a team. I pass in different ways. I use forehand and backhand with a racket. I can field. I choose a tactic for defending and attacking. 	<ul style="list-style-type: none"> Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the 	<p>Keeping possession</p> <p>Passing</p> <p>Dribbling</p> <p>Shooting</p> <p>Support</p> <p>Marking</p>



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	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<ul style="list-style-type: none"> I use a number of techniques to pass, dribble and shoot. 	<ul style="list-style-type: none"> ball effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. 	Attackers/defenders
6	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance 	<ul style="list-style-type: none"> I play to agreed rules. I explain rules to others. I can umpire. I make a team and communicate a plan. I lead others in a game situation. 	<ul style="list-style-type: none"> Throw and catch accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. 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. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space. Think ahead and create a plan of attack or defence. 	Marking Team play Batting Fielding Bowler Defending



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			<ul style="list-style-type: none">• Apply knowledge of skills for attacking and defending.• Work as a team to develop fielding strategies to prevent the opposition from scoring.• Follow and create complicated rules to play a game successfully.• Communicate plans to others during a game.• Lead others during a game.	
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Athletics				
Year	National Curriculum	Composites	Components	Key Vocabulary
3	<ul style="list-style-type: none">• Use running, jumping, throwing and catching in isolation and in combination;• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;• develop flexibility, strength, technique, control and balance• compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<ul style="list-style-type: none">• I run at fast, medium and slow speeds; changing speed and direction.• I take part in a relay, remembering when to run and what to do.	<ul style="list-style-type: none">• Recognise and describe the effects of exercise on the body.• Know the importance of strength and flexibility for physical activity.• Explain why it is important to warm up and cool down.• Identify and demonstrate how different techniques can affect their performance.• Focus on their arm and leg action to improve their sprinting technique.• Begin to combine running with jumping over hurdles.	Relay Run Jog Sprint Direction



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			<ul style="list-style-type: none"> • Focus on trail leg and lead leg action when running over hurdles. • Understand the importance of adjusting running pace to suit the distance being run. • Use one and two feet to take off and to land with. • Develop an effective take-off for the standing long jump. • Develop an effective flight phase for the standing long jump. • Land safely and with control. • Throw with greater control and accuracy. • Show increasing control in their overarm throw. • Perform a push throw. • Continue to develop techniques to throw for increased distance. 	
4	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic 	<ul style="list-style-type: none"> • I run over a long distance. • I sprint over a short distance. • I throw in different ways. • I hit a target. • I jump in different ways. 	<ul style="list-style-type: none"> • Describe how the body reacts at different times and how this affects performance. • Explain why exercise is good for your health. • Know some reasons for warming up and cooling down. 	Target Throwing Hitting Jumping Distance



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	<p>principles suitable for attacking and defending;</p> <ul style="list-style-type: none">• develop flexibility, strength, technique, control and balance <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		<ul style="list-style-type: none">• Confidently demonstrate an improved technique for sprinting.• Carry out an effective sprint finish.• Perform a relay, focusing on the baton changeover technique.• Speed up and slow down smoothly.• Learn how to combine a hop, step and jump to perform the standing triple jump.• Land safely and with control.• Begin to measure the distance jumped.• Perform a pull throw.• Measure the distance of their throws.• Continue to develop techniques to throw for increased distance.	
5	<ul style="list-style-type: none">• Use running, jumping, throwing and catching in isolation and in combination;• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;	<ul style="list-style-type: none">• I am controlled when taking off and landing.• I throw with accuracy.• I combine running and jumping.	<ul style="list-style-type: none">• Know and understand the reasons for warming up and cooling down.• Explain some safety principles when preparing for and during exercise.• Accelerate from a variety of starting positions and select their preferred position.• Identify their reaction times when performing a sprint start.	Control Taking off Landing Accuracy



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- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

- Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.
- Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.
- Identify and demonstrate stamina, explaining its importance for runners.
- Improve techniques for jumping for distance.
- Perform an effective standing long jump.
- Perform the standing triple jump with increased confidence.
- Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.
- Land safely and with control.
- Measure the distance and height jumped with accuracy.
- Investigate different jumping techniques.
- Perform a fling throw.
- Throw a variety of implements using a range of throwing techniques.
- Measure and record the distance of their throws.



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			<ul style="list-style-type: none">Continue to develop techniques to throw for increased distance.	
6	<ul style="list-style-type: none">Use running, jumping, throwing and catching in isolation and in combination;play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;develop flexibility, strength, technique, control and balance <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<ul style="list-style-type: none">I demonstrate stamina and increase strength.	<ul style="list-style-type: none">Understand the importance of warming up and cooling down.Carry out warm-ups and cool-downs safely and effectively.Understand why exercise is good for health, fitness and wellbeing.Know ways they can become healthier.Recap, practise and refine an effective sprinting technique, including reaction time.Build up speed quickly for a sprint finish.Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.Accelerate to pass other competitors.Work as a team to competitively perform a relay.Confidently and independently select the most appropriate pace for different distances and different parts of the run.Demonstrate endurance and staminaDevelop the technique for the standing vertical jump.	Stamina Strength training Cooling down Warm ups



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			<ul style="list-style-type: none">• Maintain control at each of the different stages of the triple jump.• Land safely and with control.• Develop and improve their techniques for jumping for height and distance and support others in improving their performance.• Perform and apply different types of jumps in other contexts.• Set up and lead jumping activities including measuring the jumps with confidence and accuracy.	
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Outdoor Adventurous Activities				
Year	National Curriculum	Composites	Components	Key Vocabulary
3	<ul style="list-style-type: none">• take part in outdoor and adventurous activity challenges both individually and within a team;• compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<ul style="list-style-type: none">• I follow a map in a familiar context.• I use clues to follow a route.• I follow a route safely.	<ul style="list-style-type: none">• Orientate themselves with increasing confidence and accuracy around a short trail.• Identify and use effective communication to begin to work as a team. Identify symbols used on a key.• Begin to choose equipment that is appropriate for an activity.	Map Clues Route Orienteering



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			<ul style="list-style-type: none"> Communicate with others. Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities. 	
4	<ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> I follow a map in a (more demanding) familiar context. I follow a route within a time limit. 	<ul style="list-style-type: none"> Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course. 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. Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow. 	Trail Symbols Orienteering Team work



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			<ul style="list-style-type: none">• Communicate clearly as part of a team• Begin to use a map to complete an orienteering course.• Complete an orienteering course more than once and begin to identify ways of improving completion time.• Offer an evaluation of both personal performances and activities.• Start to improve trails to increase the challenge of the course.	
5	<ul style="list-style-type: none">• take part in outdoor and adventurous activity challenges both individually and within a team;• compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<ul style="list-style-type: none">• I follow a map into an unknown location.• I use clues and a compass to navigate a route.• I change my route to overcome a problem.• I use new information to change my route.	<ul style="list-style-type: none">• Start to orientate themselves with increasing confidence and accuracy around an orienteering course.• Design an orienteering course that can be followed and offers some challenge to others.• Begin to use navigation equipment to orientate around a trail.• Use clear communication to effectively complete a particular role in a team.• Complete orienteering activities both as part of a team and independently.• Identify a key on a map and begin to use the information in activities• Choose the best equipment for an outdoor activity.	Design Courses Navigation Communications



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			<ul style="list-style-type: none"> • Create an outdoor activity that challenges others. • Create a simple plan of an activity for others to follow. • Identify the quickest route to accurately navigate an orienteering course. • Communicate clearly and effectively with others. • Work effectively as part of a team. • Successfully use a map to complete an orienteering course • Begin to use a compass for navigation. • Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. • Offer a detailed and effective evaluation of both personal performances and activities. • Improve a trail to increase the challenge of the course. 	
6	<ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges 	<ul style="list-style-type: none"> • I plan a route and a series of clues for someone else. 	<ul style="list-style-type: none"> • Orientate themselves with confidence and accuracy around an orienteering course 	Compass Navigation Independent



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	<ul style="list-style-type: none">both individually and within a team;compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<ul style="list-style-type: none">I plan with others, taking account of safety and danger.	<p>when under pressure.</p> <ul style="list-style-type: none">Design an orienteering course that is clear to follow and offers challenge to others.Use navigation equipment (maps, compasses) to improve the trail.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.Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow.Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.Communicate clearly and effectively with others when under pressure.Work effectively as part of a team, demonstrating leadership skills when necessary.Successfully use a map to	Evaluation
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All Saints and Saint Margaret's Physical Education Whole School Progression Map 2022-2023



			<p>complete an orienteering course.</p> <p>Use a compass for navigation.</p> <ul style="list-style-type: none">• Organise an event for others.• Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.• Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.• Listen to feedback and improve an orienteering course from it.	
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