LONGMAN'S HILL CP SCHOOL CURRICULUM PROGRESSION TABLE

PE EYFS : Physical Development/ Gross Motor Skills

EYFS Development Matters Statements for Reception Children...	Examples of how we might support this...	Enabling Environments	Specific Longman's Hill examples...
   Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing **[PD P41]** Progress towards a more fluent style of moving, with developing control and grace. **[PD P42]** Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. **[PD P42]** Combine different movements with ease and fluency **[PD P43]**	• Provide regular access to appropriate outdoor space. • Give children experience of carrying things up and down on different levels (slopes, hills and steps). • Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. • Provide regular access to floor space indoors for movement. • Ensure that spaces are accessible to children with varying confidence levels, skills and needs. • Provide a wide range of activities to support a broad range of abilities. • Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. • Model precise vocabulary to describe movement and directionality, and encourage children to use it. • Provide children with regular opportunities to practise their movement skills alone and with others. • Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further. • Encourage children to conclude movements in balance and stillness. • Allow for time to be still and quiet. Suggestion: looking up at the sky,or sitting or lying in a den. • Encourage children to be highly active and get out of breath several times every day. • Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options. • Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, jumping into a hoop and running and lying on a cushion. • Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way.	• Provide time and space to enjoy energetic play daily. • Provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes. • Practise movement skills through games with beanbags, cones, balls and hoops.	• Children have the opportunity to ride balance bikes and other wheeled equipment. • Children have two PE sessions a week with a PE coach. • Children are provided with a large indoor carpet space for physical activity EG: dancing, floor movement. • EYFS children have the opportunity to join a sports after school club. • Join in with the school school sports day and other internal school sporting competitions. • Children are taught the correct, specific names for the body parts and are encouraged to use them. EG: pec muscles, quad muscles. • Have a large outdoor classroom to move about in. • Children have access to the field when there are enough adults to safely support this. • Children are taught how to meditate and are encouraged to use meditation for self regulation.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. [PD P44] Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. [PD P45]	• Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars • Provide a range of different sized 'balls' made out of familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. • Introduce full-sized balls when children are confident to engage with them. • Introduce tennis balls, ping pong balls, beach balls and balloons. • Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. • Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.		

ELG: Gross Motor Skills (Physical development)

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

P.E.	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
THRESHOLD CONCEPTS FOR PE	Mastering practical skills						
	Thinking creatively						
	Performing and Sharing						
   **Dance** **Vocab** • Travel and Stillness *(gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue)* • Direction (forwards, backwards, sideways) • Space (near, far, in and out, on the spot, own • Sequence (beginning, middle, end) • Moods and feelings (expressive qualities) (jolly, stormy) • Nature of movement (dynamic qualities) (fast, strong, gentle) • Agility / Agile • Fitness • Balance / Coordination	Copies and explores basic movements and body patterns Remembers simple movements and dance steps Links basic movements to sounds and music . Move in different directions	Copies and explores basic movements and body patterns with some control Remembers simple movements and dance steps Links movements to sounds and music Move in different directions creating a simple sequence	Copies and explores basic movements with clear control. Varies levels and speed in sequence Links movements to sounds and music and responds to range of stimuli. Add change of direction to a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Can vary the size of their body shapes	Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work.	Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work.	Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Beginning to show a change of pace and timing in their movements. Improvises with confidence, still demonstrating fluency across their sequence. Moves appropriately and with the required style in relation to the stimulus *e.g using various levels, ways of travelling and motifs.* Uses the space provided to maximum potential. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.	Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs Embedding a change of pace and timing in their movements. Demonstrates strong movements throughout a dance sequence Improvises with confidence, still demonstrating fluency across their sequence. Demonstrates consistent precision when performing dance sequences. Dances with fluency, linking all movements and ensuring they flow. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus *e.g using various levels, ways of travelling and motifs.* Is able to move to the beat accurately in dance sequences. Regularly uses more complex dance vocabulary to compare and improve work. Modifies parts of a sequence as a result of self and peer evaluation



Gymnastics

Vocab

- Stretch / Flexibility
- Travel *(Stepping sideways, spinning on point, spinning with travel, 2→1 foot leap, cat leap, scissor leap, stag leap & backwards)*
- Roll (log/pencil, egg, shoulder, teddy bear roll & forward roll)
- Balance *(point, patch, mirror and match & counter balance)*
- Jump *(straight jump, shape jump-star/tuck/stretch, jump ¼ turn, jump ½ turn, hopscotch & compass)*
- Gymnastic shapes *(Tuck, Pike, Straddle, Star, Dish & Arch)*
- Equipment/Apparatus *(ball, hoop, beam, table, mat)*
- Sequence
- Performance
- *Explore movement*
- *Sequence*

Can create basic and different body shapes	Can create more complex and different body shapes	Can create more complex and different body shapes in a sequence	Can independently create more complex and different body shapes in a sequence	Can independently create more complex and different body shapes in a sequence	Can independently create more complex and different body shapes in a sequence to perform to a group	Can independently create more complex and different body shapes in a sequence to perform to a group
Copies and explores basic movements with some control acoordination.	Copies and explores basic movements with good control and coordination .	Copies and explores basic movements with good control and coordination. Explores and creates different pathways and patterns.	Explores basic movements with good control and coordination using speed Explores and creates different pathways and patterns	Links skills with control, technique, co-ordination and fluency. Explores and creates different pathways and patterns with speed and accuracy.	Select and combine their skills, techniques and ideas. Explores and creates different pathways and patterns with speed and accuracy.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.
Can perform a 2-footed jump	Can perform a 2-footed jump with some accuracy	Can perform a 2-footed jump with good accuracy. Begin to use turns	Can perform a 1 and 2-footed jump with accuracy using equipment. Begin to use turns effectively	Can perform a 1 and 2-footed jump with accuracy using equipment and begin to put these into a sequence. Begin to use turns effectively in a sequence	Can create and perform a 1 and 2-footed jump sequence with good accuracy using equipment including turns	Can confidently create and perform a 1 and 2-footed jump sequence with good accuracy using equipment including turns
Balances with some control	Can use equipment safely Balances with some control	Uses equipment in a variety of ways to create a sequence	Beginning to develop good technique when travelling, balancing, using equipment etc	Creates sequences using various body shapes and equipment.	Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.	Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.
Look at and discuss simple gym vocabulary.	Can link 2-3 simple movements With help, describe work using simple gym vocabulary.	Link movements together to create a sequence Describes work using simple gym vocabulary.	Applies compositional ideas independently and with others to create a sequence.	Combines equipment with movement to create sequences. Understands composition by performing more complex sequences.	Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences.	Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Adapts sequences to include a partner or a small group.
Discuss and show flexibility in movements	Discuss and show flexibility in movements	Independently show flexibility in movements	Copies, explores and remembers a variety of movements and uses these to create their own sequence. Beginning to notice similarities and differences between sequences. Describes their own work using simple gym vocabulary. Independently show flexibility in movements	Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances.	Uses more complex gym vocabulary to describe how to improve and refine performances. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Develops strength, technique and flexibility throughout performances.	Uses more complex gym vocabulary to describe how to improve and refine performances. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Develops strength, technique and flexibility throughout performances





Invasion games

Vocab

- Attack
- Defend *(opponents)*
- Shoot / Hit / Throw accurately
- Travel *(and remain in control of the ball)*
- Pass / send
- Catch / Receive
- Tactics
- Possession *(adapt techniques to keep it)*
- Evaluate performance to improve
- Score
- Evade
- Court
- Intercept

Send & receive a ball by rolling from hand & striking with foot

Aim & throw objects underarm

Catch balloon/bean bag/scarf & sometimes a bouncing ball

Move and stop safely in a specific area

Play a passing & target game alone and with a partner

Begin to follow some simple rules

Throw underarm, bounce & catch ball by self & with partner

Kick/stop a ball using a confident foot while static

Run straight and on a curve and sidestep with correct technique

Begin to follow some simple rules

Pass a ball accurately (hands & feet) over longer distances to a team mate

Perform some dribbling skills with hands and feet using space

Combine stopping, pick up/collect & send a ball accurately to other players

Make simple decisions about when /where to move in game to receive a ball

Begin to follow different rules in game situations

Make a series and variety of passes to team mates moving towards a scoring area.

Show some signs of using a variety of passes

Show a target to indicate where I'd like to pass to.

Know where space is and try to move into it.

Mark another player and defend when needed.

Begin to follow different rules in game situations and begin to referee matches

Use a variety of passes to support team in scoring.

Make decisions regarding which is the best type of pass to use.

Identify space to move into and show a clear target to receive a pass.

Mark another player and begin to attempt interceptions.

Know where positions are allowed on a court.

Begin to follow different rules in game situations and referee matches

Use a range of passes effectively

Be able to pass and receive a pass at speed.

Be able to pass and receive a pass at speed in a game situation.

Use a range of speeds within a game to support a team in scoring.

Begin to use square (across the court) & straight (up & down the court) passes to achieve pace.

Lose a defender to receive a pass.

Defend a player and make some successful interceptions (snatch & catch) when playing as a team.

Be able to evade and tag opponents.

Refine attacking and defending skills.

Follow different rules in game situations and referee matches

Know which pass is best to use and when in a game.

Use a range of square & straight passes to change direction of the ball.

Use landing foot to change direction to lose a defender.

Draw defender away to create space for self or team.

Position body to defend effectively, making successful interceptions.

Be able to evade and tag opponents.

Running at speed, changing direction at speed.

Play effectively in attack and defence

Score points against opposition

Support player with the ball

Seize an opportunity to score, sometimes quite quickly.

Follow different rules in game situations and referee matches





Net and wall games

Vocab

- Shoot/Hit/Throw/Serve
- Attack
- Over the net
- Create space on offence
- Reduce space on offence
- Tactics
- Rally
- Drop shot
- Umpire
- Volley
- Swing
- Forehand
- Backhand

Aim & throw object underarm

Catch balloon/bean bag/scarf & sometimes a bouncing ball

Use hand to strike a bean bag or ball and move towards a scoring area

Begin to use a bat to hit a ball or bean bag

Begin to follow some simple rules

Show some different ways of hitting, throwing and striking a ball

Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points)

Begin to follow some simple rules (carrying the bat, not over taking someone)

Begin to follow some simple rules

Send a ball off a tee using a bat or a racket

Play simple types of games to score: running around a

Stop moving when the 'bowler' has the ball

Play as a fielder and pass the ball back to the bowler to make the runner stop

Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)

Begin to follow some simple rules

Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc)

Tap the ball back and forth to partner

Stand in a ready position holding racquet correctly

Change from a ready position before tapping the ball to a partner

Begin to know what it means by a forehand and backhand position

Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed

Begin to follow different rules in game situations

Tap the ball back and forth to a partner over a small space

Begin to tap a ball over a net allowing for a bounce, hit technique

Move from a ready position into a forehand position/backhand position quickly

Bring racquet to meet the ball for a forehand and backhand hit

Know to use two hands for an effective backhand

Move racquet in a low to high swing for an effective tap

Serve the ball straight from hands to racquet making sure it lands 'in' on the other side

Begin to follow different rules in game situations and begin to referee matches

Tap the ball using either a fore hand or back hand motion

Move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is

Set racquet back in its ready position quickly upon recovery

Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit

Serve the ball correctly beginning to purposely aim for space to score

Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)

Begin to follow different rules in game situations and referee matches

Turn and run to the ball getting into a forehand or backhand position en route

Use 'move-hit-recover' approach within a game showing facing forward on recovery

Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip).

Use the correct swing technique and control with smooth swings keeping the path of the racquet the same

Serve the ball accurately making team mates have to move to send it back

Follow different rules in game situations and referee matches

Follow different rules in game situations and referee matches





Striking and fielding

Vocab

- Batting
- Fielding
- Defending
- Attacking
- Teams
- Bowl / Throw
- Backstop
- Catch
- Run

Aim & throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball Use hand to strike a bean bag or ball and move towards a scoring area Begin to use a bat to hit a ball or bean bag	Show some different ways of hitting, throwing and striking a ball Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points) Play as a fielder and get the ball back to a STOP ZONE	Send a ball off a tee using a bat or a racket Stop moving when the 'bowler' has the ball Play as a fielder and pass the ball back to the bowler to make the runner stop Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops	Throw and catch under pressure. Learn batting control. Use fielding skills to stop the ball effectively. Learn the role of a backstop. Play in a tournament and work as team, using tactics in order to beat another team	Use fielding skills to stop the ball effectively. Throw and catch under pressure. To develop the range of skills they can apply in a competitive context Choose and use a range of simple tactics in isolation and in a game context To choose and use a range of simple tactics in isolation and in a game context To consolidate existing skills and apply with consistency	Use fielding skills to stop the ball effectively. Throw and catch under pressure. To collaborate as a team to choose, use and adapt rules in games To link together a range of skills and use in combination	To attempt a small range of recognised shots in isolation and in competitive scenarios To apply with consistency standard cricket rules in a variety of different styles of games To use a range of tactics for attacking and defending in role of bowler, batter and fielder





Athletics

Vocab

- Run, Jump, Throw
- Speed
- Height
- Distance
- Accuracy

Equipment – hurdles, skipping ropes, cones, space hoppers, beanbags, javelins, relay batons, shotput, high/long jump etc.

Can run in a specific direction	Can run at different speeds.	Can change speed and direction whilst running.	Beginning to run at speeds appropriate for the distance. *e.g. sprinting and cross country*	Beginning to build a variety of running techniques and use with confidence.	Beginning to build and use a variety of running techniques and use with confidence.	Use a variety of running techniques and use with confidence.
Can jump from a standing position.	Can jump from a standing position with some accuracy.	Can jump from a standing position with accuracy.	Can perform a running jump with some accuracy.	Can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)*	Can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)*	Can perform a running jump with more than one component with accuracy *e.g. hop skip jump (triple jump)*
Performs a simple throw with some control	Performs a variety of throws with basic control.	Performs a variety of throws with control and co-ordination.	Performs a variety of throws using a selection of equipment.	Demonstrates accuracy in throwing and catching activities.	Demonstrates accuracy and confidence in throwing and catching activities.	Demonstrates accuracy and confidence in throwing and catching activities.
Describes athletic performance using some vocabulary.	Describes athletic performance using some vocabulary.	Describes athletic performance using vocabulary.	Describes athletic performance using correct vocabulary.	Describes good athletic performance using correct vocabulary.	Describes good athletic performance using correct vocabulary.	Describes good athletic performance using correct vocabulary.
Discuss performances as a group	Discuss performances as a group	Beginning to record performances, and evaluate these.	Beginning to record self performances, and evaluate these.	Beginning to record peers performances, and evaluate these.	Beginning to record self and peers performances, and evaluate these.	Recording self and peers performances, and evaluate these.
Can use equipment safely	Can use equipment safely	Can use equipment safely more independently	Can use equipment safely and with good control	Can use equipment safely and with good control	Can use equipment safely and with good control	Can use equipment safely and with good control independently
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Outdoor Adventurous Activities – Forest school

Vocab

- Orienteering (positional language)
- Map skills (compass, symbols, contours)
- Communication
- Confidence / Self-esteem
- Strength / Agility
- Balance / Coordination
- Personal barriers
- Perseverance
- Determination
- Risk-taking

Develops listening skills. Listens to instructions from an adult.	Develops listening skills. Listens to instructions from a partner/ adult.	Develops listening skills. Listens to instructions from a partner/ adult. Discuss and work with others in a group. -	Develops listening skills. Listens to instructions from a partner/ adult. Discuss and work with others in a group. Beginning to think activities through and problem solve. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Listens to instructions from another person carefully. Discuss and work with others in a group. Uses simple maps. Beginning to think activities through and problem solve. Demonstrates an understanding of how to stay safe. Choose and apply strategies to solve problems with support.	Secures strong listening skills. Listens to instructions from another person carefully. Discuss and work with others in a group. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Demonstrates and applies an understanding of how to stay safe and can begin to describe safety to others. Choose and apply strategies to solve problems with support.	Secures strong listening skills. Listens to instructions from another person carefully. Discuss and work with others in a group. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Demonstrates and applies an understanding of how to stay safe and can describe safety to others. Choose and apply strategies to solve problems with support. .

Swimming

Vocab

- Frontcrawl
- Backcrawl
- Breaststoke
- Butterfly
- Water safety
- Self rescue
- Swim competently

				Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.	Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.	Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.	Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.



Evaluation

Vocab

- Resilience
- Beat your previous goal
- Various Techniques
- Competence
- Skills & Strategy
- Effectiveness
- Improvement
- Reflection
- Comment
- Suggestions

Personal Best (PB)

Can talk about what they see in other performances.	Can comment on own and others performance	Can comment on own and others performance	Watches and describes performances accurately.	Watches and describes performances accurately.	Watches and describes performances accurately with detail.	Watches and describes performances accurately with good detail.
Can give brief comments on how to improve performances	Can give comments on how to improve performances	Can give more detailed comments on how to improve performances	Beginning to think about how they can improve their own work.	Beginning to think about how they can improve their own work.	Learn from others how they can improve their skills.	Learn from others how they can improve their skills.
Use appropriate vocabulary when giving feedback.	Use appropriate vocabulary when giving feedback.	Use appropriate vocabulary when giving feedback.	Use appropriate words when evaluating and improving own work.	Use appropriate words when evaluating and improving own and others' work.	Use appropriate words when evaluating and improving own and others' work.	Use appropriate words when evaluating and improving own and others' work.
			Begin to work with a partner or small group to improve their skills.	Continue to work with a partner or small group to improve their skills.	Continue to work with a partner or small group to improve their skills.	Regularly work with a partner or small group to improve their skills.
			Make suggestions on how to improve their work.	Make suggestions on how to improve their work, commenting on similarities.	Make suggestions on how to improve their work, commenting on similarities and differences	Make suggestions on how to improve their work, commenting on similarities and differences
					Consistently identify strengths and weaknesses in own and others' work, occasionally leading activities.	Consistently identify strengths and weaknesses in own and others' work, occasionally leading activities.
					Comment on tactics and techniques to help improve performances.	Comment on tactics and techniques to help improve performance
						Help others to improve performance through demonstration and using appropriate words and tips.
						s.

PHSCE LINK

Healthy Lifestyles

Vocab

- Health
- Fitness
- Cardiovascular
- Well being
- Warm up
- Cool down
- Exercise
- Healthy lifestyle
- Flexibility

		Can describe the effect exercise has on the body	Can describe the effect exercise has on the body	Can describe the effect exercise has on the body	Can describe the effect exercise has on the body	Can describe the effect exercise has on the body	Can describe the effect exercise has on the body
		Can explain the importance of exercise and a healthy lifestyle.	Can explain the importance of exercise and a healthy lifestyle.	Can explain the importance of exercise and a healthy lifestyle.	Can explain the importance of exercise and a healthy lifestyle.	Can explain the importance of exercise and a healthy lifestyle.	Can explain the importance of exercise and a healthy lifestyle.
				Understands the need to warm up and cool down.	Understands the need to warm up and cool down.	Understands the need to warm up and cool down.	Understands the need to warm up and cool down.
					Understand why activity is good for health, fitness and well being.	Understand why activity is good for health, fitness and well being.	Understand why activity is good for health, fitness and well being.
				Begin to warm up independently.	Warm up independently.	Warm up independently and effectively	Lead a warm up independently and effectively.
		To recognise how some aspects of fitness apply to different sports e.g. power, flexibility and cardiovascular endurance	To recognise how some aspects of fitness apply to different sports e.g. power, flexibility and cardiovascular endurance	To recognise how some aspects of fitness apply to different sports e.g. power, flexibility and cardiovascular endurance	To recognise how some aspects of fitness apply to different sports e.g. power, flexibility and cardiovascular endurance	To recognise and discuss how some aspects of fitness apply to different sports e.g. power, flexibility and cardiovascular endurance	To recognise and discuss how some aspects of fitness apply to different sports e.g. power, flexibility and cardiovascular endurance